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ABSTRACT

This 1978 update supplements the "Master Plan for Postsecondary Education in Hawaii" by presenting information on the following types of institutions that offer instruction in Hawaii: out-of-state degree-granting institutions; trade, technical, and vocational schools; and correspondence schools with agents licensed by the state. There is also a description of the state's licensing/approving agencies: the Department of Regulatory Agencies which licenses degree-granting institutions; the Department of Education which licenses trade, technical, and vocational schools and the agents of correspondence schools; and the State Approving Agency for Veteran Training. Institutions were asked to provide data on their programs, enrollments, tuition, and staffing; to discuss plans for significant changes; and to define problems in their areas of postsecondary education. Research findings and recommendations in the areas of diversity, quality, access, financing, and coordination of postsecondary education institutions are also outlined. Appendices contain a list of commission members, college fact sheet forms, responses by various institutions, and a brief review of the literature on accreditation and state licensing. (Author/MB)

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1978 UPDATE

A SUPPLEMENT TO THE 1977 MASTER PLAN FOR POSTSECONDARY EDUCATION IN HAWAII

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JC 790 023

State Postsecondary Education Commission
State of Hawaii
October 1978

FOREWORD

Hawaii's State Postsecondary Education Commission adopted a Master Plan for Postsecondary Education in 1977 which concentrated on in-state institutions and programs receiving State funds and/or engaging in higher education. The 1977 Plan covered the following: University of Hawaii (all campuses), Brigham Young University--Hawaii, Chaminade University of Honolulu, Hawaii Loa College, Hawaii Pacific College, East-West Center, Western Interstate Commission for Higher Education (WICHE) student exchange program, and the adult education program of the Department of Education.

The 1978 Update supplements the 1977 Plan by concentrating on: out-of-state degree-granting institutions offering instruction in Hawaii; trade, technical and vocational schools; and correspondence schools. The formulation of this Update completes the Master Plan for Postsecondary Education.

The Advisory Committee on the 1978 Update is most appreciative of the cooperation of degree-granting and non-degree-granting institutions that furnished data on their programs and defined problem areas in postsecondary education. The Committee also wishes to express its appreciation to state agencies which aided this effort: Department of Education, Department of Regulatory Agencies, Veterans Administration approval personnel in the State Postsecondary Education Commission and the Department of Labor, and the Office of Consumer Protection. In addition, the assistance of two other agencies is acknowledged: the education division of Hickam Air Force Base and the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. (See Appendix A for a list of individuals who participated in the work of the Advisory Committee.)

The Committee hopes that this Update will prove helpful to the State Postsecondary Education Commission, to the institutions included in the Update and to others in the public and private sectors working to improve postsecondary educational opportunities in Hawaii.

SUMMARY OF THE 1978 UPDATE

The 1978 Update supplements the Master Plan for Postsecondary Education in Hawaii by presenting information on the following types of institutions that offer instruction in Hawaii: out-of-state degree-granting institutions; trade, technical and vocational schools; and correspondence schools with agents licensed by the State. There is also a description of the State's licensing/approving agencies: Department of Regulatory Agencies which licenses degree-granting institutions; Department of Education which licenses trade, technical and vocational schools and the agents of correspondence schools; the State Approving Agency for Veteran Training.

Institutions were asked to furnish data on their programs, enrollments, tuition and staffing; to discuss plans for significant changes; to define problems in their areas of postsecondary education. Personnel from a number of these institutions indicated a desire to meet with the Advisory Committee, and they were given an opportunity to do so. The responses of the institutions (54 percent return on the Fact Sheets) were supplemented by our search of the files of the licensing agencies. We were thus able to obtain some information on 84 percent of the institutions surveyed. A summary of institutional data is found in Section II of the Update.

Personnel in licensing/approving units met with the Advisory Committee and staff to describe their operations and to discuss their problems. Our findings are reported in Section III.

Committee Recommendations

Our recommendations are based on several considerations: our analysis of institutional data and licensing/approving provisions in Hawaii; our review of the national literature on accreditation and state licensing; our desire to balance the need to broaden educational opportunity by the private sector and the need to assure adequate consumer protection; our commitment to further the goal and objectives of postsecondary education in Hawaii as set forth in the Master Plan. (Section IV presents our findings and recommendations.)

The Advisory Committee developed a draft of its recommendations and sent that draft for review to the following groups: State Postsecondary Education Commission, institutions that completed their Fact Sheets, personnel in government and other agencies that met with the Advisory Committee. Their suggestions for revision were reviewed and acted upon by the Advisory Committee.

Recommendations are organized around the five objectives of postsecondary education, and the agency responsible for implementation is designated in parenthesis.

A. DIVERSITY There should be a range of postsecondary educational institutions sufficient in number and variety to provide levels, types and quality of vocational, academic and professional programs in response to the wide array of individual and societal needs and interests.

A-1. *A directory of licensed postsecondary education institutions (degree- and nondegree-granting, public and independent) and their programs should be prepared annually (or periodically) by the State Postsecondary Education Commission. The purpose of the directory is to make available to the public a convenient compendium of the diversity in postsecondary educational offerings and to provide such information that will contribute to informed choice. Among the items that might be included are the following: location of institution or offerings; accreditation status; list of programs, length of time to complete, type of degree, total tuition/fees to complete program; admission requirements; eligibility for federal/state tuition assistance programs; instructional modes; last year's enrollment; job placement of graduates; and other pertinent information.* (State Postsecondary Education Commission)

A-2. *All licensed postsecondary education institutions should cooperate with the State Postsecondary Education Commission in its efforts to: (a) plan the format of the directory and (b) collect the necessary information on a timely basis.* (Institutions)

B. QUALITY Quality should be the aim of the varied aspects of postsecondary education. Since the definition of quality may vary among programs, ways should be developed to enable assessment in terms appropriate to the educational endeavor.

B-1. *No further regulation of degree- and nondegree-granting institutions of postsecondary education through additional legislation is recommended at this time.*

B-2. *Licensing agencies should have a periodic updating of their rules and regulations and should promote the participation of the public and the institutions directly affected.* (Department of Education and Department of Regulatory Agencies)

B-3. *The agency which licenses the agents of correspondence schools is urged to consider the accreditation status of these schools.* (Department of Education)

B-4. *The agency which licenses degree-granting institutions is urged to keep informed of program changes and enrollments as part of the requirements for license renewal rather than relying solely on the institution's accreditation status.* (Department of Regulatory Agencies)

B-5. *The agency which licenses trade, technical and vocational schools is urged to develop a plan for reviewing institutions, on a periodic basis, by considering such factors as: the cost effectiveness of their programs, standards of instruction appropriate to the educational endeavor and attainment of institutional objectives.* (Department of Education)

B-6. *The licensing agencies and the VA approval units are urged to establish working relationships that promote a greater sharing of information especially in the area of program evaluation.* (Department of Education, Department of Regulatory Agencies, Department of Labor, State Postsecondary Education Commission)

B-7. *Regulatory boards in updating their "standards for prelicensing educational requirements" are urged to seek input from vocational schools affected by such standards.* (Department of Regulatory Agencies)

B-8. *Agencies that handle consumer complaints regarding postsecondary education are urged to work together to develop recommendations, as necessary, to promote consumer protection and should specifically consider the nature of unlicensed schools operating in the State.* (Department of Education, Department of Regulatory Agencies, Office of Consumer Protection, State Postsecondary Education Commission)

C. [ACCESS] **The State of Hawaii should continue its** efforts to provide appropriate educational opportunities for all who are willing and able to benefit from postsecondary education. Educational opportunities should not be limited because of an individual's race, religion, sex, ethnic origin, socio-economic status, age, or geographic location, per se.

C-1. *Trade, technical and vocational schools should strive to develop financial aid programs by seeking assistance from alumni and other private sources.* (Institutions)

C-2. *Trade, technical and vocational schools should strive to develop policies and practices that make it easier for transfer students to be admitted if they meet admission requirements.* (Institutions)

C-3. *The University of Hawaii should designate a specific office to coordinate all requests for off-campus offerings.* (University of Hawaii)

C-4. *The State Postsecondary Education Commission should form the inter-institutional liaison committee composed of public and independent institutions of higher education as soon as possible, as recommended in the 1977 Master Plan (Rec. E-1). This committee should also meet with education services officers annually, if not periodically, to discuss the educational needs of military personnel and to formulate plans to meet those needs. In developing such plans, consideration should also be given to the programs of out-of-state degree-granting institutions.* (State Postsecondary Education Commission, public and independent institutions of higher education, education services officers)

D. FINANCING The State of Hawaii needs to provide adequate financing for the postsecondary education program in order for it to achieve its goals of diversity, quality and access.

D-1. The State Postsecondary Education Commission should consider the needs of students in private trade, technical and vocational schools in its study of the financing of postsecondary education in Hawaii. (State Postsecondary Education Commission)

D-2. The Department of Education is urged to evaluate Rule 46.74, regarding the tuition refund policy and to consider the feasibility of administering this policy with some degree of flexibility. (Department of Education)

D-3. The licensing of private trade, technical and vocational schools and of agents for correspondence schools should be the full-time responsibility of at least one professional position, and adequate funds should be appropriated for this purpose. (Department of Education, Governor and Legislature)

E. COORDINATION The very diversity and comprehensiveness of an effective postsecondary education program require that there be coordination of educational resources so as to increase program effectiveness and improve services within the context of financial responsibility.

E-1. The licensing of private degree- and nondegree-granting institutions of postsecondary education should be centralized in one agency. (Governor, Legislature)

E-2. The State Postsecondary Education Commission should establish a standing committee on trade, technical and vocational education, composed of representatives of public and private institutions and of the public, to serve as a clearinghouse for information and to foster discussion of mutual problems. The committee should be encouraged to develop greater understanding of the appropriate roles of public and private institutions. (State Postsecondary Education Commission, institutions)

E-3. *The State Postsecondary Education Commission should continue to coordinate the efforts of degree- and non-degree-granting institutions, public and private. In order to enhance the effectiveness of the Commission, an analysis should be made of its composition. The State Postsecondary Education Commission should suggest legislation, as necessary, to implement its conclusions.* (State Postsecondary Education Commission, Governor, Legislature)

Concluding Comment

As we gained greater understanding of the institutions included in the Update, we also developed a greater appreciation of their contributions to postsecondary educational opportunities in Hawaii. Our work was greatly aided by the cooperation and assistance of these institutions and of government personnel who met with us.

In our preparation of the 1978 Update, we found a need for coordinating the efforts of public and private institutions. We agree with the Steering Committee that developed the Master Plan that "there is a need for the State Postsecondary Education Commission to assist public and independent institutions to work together on policy issues and to share information useful to their planning." The Commission appears to be the logical agency to serve as a clearinghouse for information and to bring together institutions of postsecondary education to work on common problems, to develop appreciation of each other's roles and to share in the responsibility for striving to achieve the objectives of postsecondary education.

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I. INTRODUCTION

The Plan for Postsecondary Education in Hawaii included a definition of postsecondary education as well as a discussion of the goal and objectives of postsecondary education in Hawaii. These are presented below to provide a general framework for the 1978 Update. This is followed by a brief description of the Update: what it contains and how it was prepared.

A. Definition, Goal and Objectives of Postsecondary Education

Postsecondary education consists of instruction and other learning opportunities offered by institutions that (1) serve primarily persons who have completed or terminated their secondary education or are beyond the age of compulsory school attendance and (2) are accredited by agencies officially recognized for that purpose or are eligible to participate in federal programs or are licensed by the State of Hawaii.

The goal proposed for Hawaii's postsecondary education program is: To provide all qualified people of Hawaii an equal opportunity for quality postsecondary education through public and independent educational institutions. The following objectives are the means for accomplishing the goal of postsecondary education:

DIVERSITY There should be a range of postsecondary educational institutions sufficient in number and variety to provide levels, types and quality of vocational, academic and professional programs in response to the wide array of individual and societal needs and interests.

QUALITY Quality should be the aim of the varied aspects of postsecondary education. Since the definition of quality may vary among programs, ways should be developed to enable assessment in terms appropriate to the educational endeavor.

ACCESS The State of Hawaii should continue its efforts to provide appropriate educational opportunities for all who are willing and able to benefit from postsecondary education. Educational opportunities should not be limited because of an individual's race, religion, sex, ethnic origin, socio-economic status, age, or geographical location, per se.

FINANCING The State of Hawaii needs to provide adequate financing for postsecondary education programs so as to achieve its goals of diversity, quality, and access.

COORDINATION The very diversity and comprehensiveness of an effective postsecondary education program require that there be coordination of educational resources so as to increase program effectiveness and improve services within the context of financial responsibility.

B. Nature of the 1978 Update

The 1978 Update briefly describes the following postsecondary education institutions:

1. Degree-Granting Institutions:

   1 in-state, independent college which is not accredited and has a temporary permit from the Department of Regulatory Agencies
   11 out-of-state colleges and universities offering instruction in Hawaii; 10 are accredited by regional associations and licensed by DRA; 1 (not accredited) has a temporary permit

2. Nondegree-Granting Institutions:

   11 correspondence schools with agents licensed by the Department of Education
   52 private trade, technical and vocational schools licensed by DOE
   23 vocational schools not licensed by the State but listed in either the Directory of Postsecondary Schools with Occupational Programs 1973-74 of the U.S. Office of Education or in The College Blue Book; Occupational Education (1977)

The above institutions were asked to furnish data on their programs, enrollments, tuition and staffing; to discuss plans for significant changes; to define problems in postsecondary education that the Advisory Committee should consider. (See Appendix B for copies of the Fact Sheets sent to these institutions.) Respondents interested in meeting with the Advisory Committee were given the opportunity to do so. The results of these efforts are found in Section II.

The 1978 Update also includes a discussion of state oversight of these institutions and focuses on the work of state licensing and VA approval agencies: their statutes, rules and regulations; procedures for license application and renewal; organization and staffing. Each agency was given an opportunity to meet with the Advisory Committee. This information is presented in Section III.

The Committee studied and analyzed institutional data and state oversight provisions in Hawaii as well as a survey of the national literature on state oversight and accreditation. Using all of these sources, together with an understanding of the goal and objectives of postsecondary education in Hawaii, the Advisory Committee formulated its findings and recommendations which comprise Section IV.

II. DESCRIPTION OF POSTSECONDARY EDUCATION INSTITUTIONS COVERED IN THE 1978 UPDATE

Three different groups of postsecondary education institutions are included in the 1978 Update:

- degree-granting institutions licensed by the Department of Regulatory Agencies, not included in the 1977 Master Plan
- correspondence schools with agents (sales persons) licensed by the Department of Education
- private trade, technical and vocational schools

In order to determine the specific schools which should be included, several sources were consulted:

--The Department of Regulatory Agencies (DRA) was requested to furnish a list of all licensed private degree-granting institutions. In addition to the independent institutions already included in the 1977 Master Plan, there were 12 institutions for inclusion in the 1978 Update:

1 independent, in-state college
11 out-of-state institutions offering instruction in Hawaii

--The Department of Education (DOE), accreditation and licensing section, updated (March 1978) its Directory of Licensed Private Trade, Vocational or Technical Schools (November 1977). There were 52 licensed private schools offering vocational education.

--The USOE/NCES Directory of Postsecondary Schools with Occupational Programs listed 4 additional postsecondary schools with occupational programs, and the College Blue Book; Occupational Education listed 19 additional schools.[1]

--The DOE, accreditation and licensing section, was requested to furnish a list of correspondence schools with licensed agents. There were 11 schools with a total of 22 licensed agents.

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[1]There were 8 schools in the USOE/NCES Directory which were DOE-licensed and 2 which could not be located in the local telephone directory. In the College Blue Book, there were 24 schools which were DOE-licensed, 10 which were not listed in the telephone directory and 4 on the USOE/NCES list.

A Fact Sheet was developed for each group of institutions. (See Appendix B.) Many items were common among the three Fact Sheets; i.e., admission requirements, staffing, data on students and graduates, cost to complete program. In addition, institutions were asked to discuss plans for significant change and problems in postsecondary education as well as to express their desire to discuss these matters with the Advisory Committee.

On April 11, 1978, Fact Sheets were mailed to all institutions with a request that forms be completed by May 5. A reminder was sent on May 4 to non-respondents, indicating that no other would be sent. Return rates are given below:

Institutions	Total Sent	Returns By May 4 No.	Returns By May 4 Percent	Returns By June 9[2] No.	Returns By June 9[2] Percent
Total	98	21	21%	53	54%
Degree-Granting Insti.	12	1	8	8	67
Correspondence Sch.	11	1	9	3	27
Trade/Tech/Voc Sch.	75	19	25	42	56

Slightly over half (54 percent) of all institutions responded, with the highest return (67 percent) achieved by degree-granting institutions. Fortunately, these data were supplemented to some extent by a search of the DOE and DRA files which provided some information on the following number of institutions which did not complete their Fact Sheets:

Total	31 (raises rate to 86%)
Degree-Granting Insti.	4 (raises rate to 100%)
Correspondence Sch.	8 (raises rate to 100%)
Trade/Tech/Voc Sch.	19 (raises rate to 81%)

A. Degree-Granting Institutions[3]

There were 11 out-of-state institutions offering instruction in Hawaii. Of the 10 which were accredited by regional associations and licensed by DRA, 7 completed their Fact Sheets. (See Appendix C for the responses of these institutions which are recorded on an abbreviated form of the Fact Sheet.) The remaining institution which has not yet been accredited and has

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[2]Includes returns "by May 4." Percentages based on "total sent."

[3]The University of Western Pacific, an in-state institution, not yet accredited and possessing a temporary permit from the Department of Regulatory Agencies, reported that it is not in operation at the present time.

a temporary permit--Maharishi International University--failed to respond.[4]

Data in Table 1 were provided by 7 institutions from five states and show that a majority of them began to offer instruction in Hawaii in 1975 or later. Three institutions (Central Michigan University, University of Northern Colorado and University of Oklahoma) offered instruction solely, if not chiefly, at military bases.

Table 2 presents information on the types of programs and degrees being offered in Hawaii by out-of-state institutions as well as data on the cost of completing these programs. A variety of degrees and programs was available:

- Associate degrees at 2 institutions in 9 different programs
- Bachelor's degrees at 3 institutions in 9 different programs
- Master's degrees at 4 institutions in 10 different programs

Cost for completing a degree varied because of differences in cost per credit and in the number of required credits. Ranges in these costs are given on page 10:

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[4]A letter from the Executive Vice President of Maharishi International University to the Department of Regulatory Agencies, dated March 4, 1977, indicated the following:

> Under MIU's External Studies Program only first year courses would be offered and no degrees would actually be awarded in Hawaii. Students would have to attend either the MIU main campus in Iowa to complete their education or local college or university.
>
> . . .
>
> The MIU External Studies Program offers knowledge which will enhance the learning ability of students and stimulate their desire for further education. The purpose of the program is to strengthen and complement the educational efforts of all other colleges and universities, by making available a new perspective on knowledge.

Table 1
Descriptive Data
Out-of-State Degree-Granting Institutions*

State	Institution	Accreditation	Instruction in Hawaii	
			First Year	Locations
California	Pacific Christian College	Western Association of Schools & Colleges	1977	Honolulu
	University of LaVerne	Western Association of Schools & Colleges	1972	Honolulu, Hilo, Kahului, Lihue
Colorado	University of Northern Colorado	North Central Assoc. of Colleges & Schools	1973	Kaneohe Marine Corps Air Station
Michigan	Central Michigan University	North Central Assoc. of Colleges & Schools	1973	Schofield Barracks, Tripler Army Hospital, Camp Smith, Hickam Air Force Base, Kalihi Palama
Oklahoma	University of Oklahoma	North Central Assoc. of Colleges & Schools	1975	Hickam Air Force Base
Pennsylvania	Center for Degree Studies	Middle States Assoc. of Colleges & Schools	1975	independent study program
	Marywood College	Middle States Assoc. of Colleges & Schools	1977	independent study program

*In addition, there were the following institutions which did not complete their Fact Sheets. Following data from files of the Department of Regulatory Agencies:

California — Barstow College (A.A. and A.S. degrees; Kaneohe MCAS and Barber's Point Naval Station)

California — Pepperdine University (M.A. in Public Administration at Kaneohe MCAS; B.A. and M.A. in Human Resources Management at Pearl Harbor N.S.)

Illinois — Roosevelt University (Certificates upon completion: 11 courses in computer science; 3 courses in systems analysis)

Iowa — Maharishi International University

Table 2
Program and Cost Data
Out-of-State Degree-Granting Institutions

Institution & Program	Degree	Total Credits to Complete Program	Cost per Credit	Total Cost to Complete Program
Center for Degree Studies*				
Business Management	Assoc. (ASB)	66	$45	$2,970
Accounting	Assoc. (ASB)	63	45	2,835
Chemical Engineering	Assoc. (AST)	65	45	2,925
Civil Engineering	Assoc. (AST)	64	45	2,880
Electrical Engineering	Assoc. (AST)	66	45	2,970
Mechanical Engineering	Assoc. (AST)	65	45	2,925
Mechanical Drafting & Design	Assoc. (AST)	62	45	2,790
Electronics	Assoc. (AST)	67	45	3,015
Central Michigan University				
Management and Supervision	B.A., B.S.	124	$60	$7,440
Community Development	B.A., B.S.	124	60	7,440
Liberal Studies	B.A., B.S.	124	60	7,440
Management and Supervision	M.A.	30	76	2,280
Community Leadership	M.A.	30	76	2,280
Education	M.A.	30	76	2,280
Marywood College				
Business Administration	B.S.	126	$53	$6,678
Accounting	B.S.	126	53	6,678
Pacific Christian College**				
Management	B.S.	120	$45	$5,400
Social Science	B.S.	120	45	5,400
Psychology	B.S.	120	45	5,400
Early Childhood Ed.	A.A.	60	45	2,700
Christian Education	B.A.	120	35	4,200
University of LaVerne				
School Counseling	M.S.	32	$75	$2,400
Schools Without Failure	M.Ed.	32	75	2,400
Inservice Courses	Cost depends on nature of course and can range from $23 per credit to $____.			
University of Northern Colorado				
Psychology, Counseling and Guidance	M.A.	48 qtr.	$68	$3,264
University of Oklahoma				
Business Administration	M.B.A.	36-54	$70	$2,520-3,780
Economics	M.A.	32	70	2,240
Management	M.A.	34	70	2,380
Public Administration	M.P.A.	36	70	2,520

*ASB (Associate in Specialized Business); AST (Associate in Specialized Technology).

**In addition, humanities ($45) is required for all programs.

Degree	Cost Per Credit	Total Cost to Complete Program
Associate	$45	$2,700 to $3,015
Bachelor's	$45 to $60	$4,200 to $7,440
Master's	$70 to $76	$2,240 to $3,780

Data on Fall 1977 enrollments and admission requirements are provided in Table 3 as are statistics on 1976-77 graduates. The total enrollment for the 7 institutions was 796, ranging from 1 student at Marywood College to 494 enrolled in Central Michigan University programs. In all, there were 435 graduates in 1976-77; 382 were from CMU alone.

In general, associate degree programs required high school graduation or had an open door policy. Bachelor's programs generally required high school graduation, and master's programs required baccalaureate degrees from accredited institutions. For master's candidates, however, the University of LaVerne and the University of Oklahoma required a B average and an entrance examination (Graduate Record Examination and MBA/ Management Graduate Admission Test, respectively).

The Fact Sheets also provided institutions with an opportunity to indicate (1) their plans for any significant changes and (2) problems they felt should be considered by the Advisory Committee on the 1978 Update.

Several institutions were planning to offer additional degrees in Hawaii:

Center for Degree Studies: B.S. degree and ultimately a master's program.

Marywood College: Master's program.

University of Oklahoma: Master's program in communications.

Both the University of LaVerne and Pacific Christian College hope to offer more courses in Hawaii.

Central Michigan University indicated that its undergraduate program, offered under contract with the U.H. Research Corporation, would be discontinued on June 30, 1978. The University of Oklahoma may increase its tuition per credit hour from $70 to $85.

Table 3
Student Data
Out-of-State Degree-Granting Institutions

Institution	1976-77 Graduates	Fall 1977 Enrollment	Admission Requirements
Center for Degree Studies		99	High school diploma or GED certificate.
Accounting		38	
Business Management		36	
Chemical Engineering		1	
Civil Engineering		6	
Electrical Engineering		10	
Electronics Technician		3	
Mechanical Engineering		5	
Central Michigan University	382	494	Undergraduate: High school diploma
Bachelor of Science programs	34	10	Graduate: Bachelor's degree from accredited institution.
Master of Arts programs	348	484	
Marywood College		1	High school graduate or GED certificate.
Accounting		1	
Pacific Christian College*	N.A.	23	Open door policy for associate degree. Personal references, previous grades and current performance for bachelor's degrees.
University of LaVerne	12	23	3.0 grade point average or 400 raw score on verbal section of GRE & personal references.
Schools Without Failure	12	4	
School Counseling		19	
Inservice Courses		--	
University of Northern Colorado	29	39	Bachelor's degree from accredited institution.
Psychology, Counseling and Guidance	29	39	
University of Oklahoma	12	117	MBA/Management Graduate Admission Test; 3.0 grade point average.
Business Administration	0	43	
Economics	0	8	
Management	3	20	
Public Administration	9	46	

*No program data provided.

Two institutions--University of LaVerne and University of Oklahoma--did not specify problems which should be studied by the Advisory Committee.[5] The remaining indicated the following:

- Center for Degree Studies and Marywood College[6]: Illustrative are the following problems included in a lengthy listing:

> Basic Problem: In our dedication to create an educational program to serve the public, we created an Educational Monopoly. . . . Any single system that has grown to the point where it is in control of 90-95% of the students seeking higher education has destroyed the natural checks and balances in the educational marketplace.
>
> Little emphasis or concern is given to non-degree programs and their contribution.
>
> The UH System tries to be everything to everyone, leaving very little opportunity for the private schools. . . . Low tuition insures U.H. system programs can buy students from alternatives even when the latter offer higher quality, convenience and other advantages to the student.
>
> Newsletters going out to professionals and interested members of the community are heavy on government programs and activities and light on what the private schools are doing and have to offer.
>
> A main concern is to cut down cost by minimizing duplication in private and public institutions and by encouraging coordination of efforts. Such coordination should be fostered by the State Postsecondary Education Commission.

- Central Michigan University[6]

> "We believe one of the most pressing problems facing postsecondary education is that of providing greater access to the working adult. Specifically, we are concerned that increasingly there are unnecessary barriers erected which have the effect of excluding adults.

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[5]University of Oklahoma: "We have no problems--Outstanding cooperation with the University of Hawaii, Regulatory Agency and State Approving Agency."

[6]Representatives from these institutions met with the Advisory Committee.

Examples of such barriers are office and course schedules which are oriented to the day student, entrance criteria and requirements which are not relevant to the adult, and lack of provisions to recognize alternate forms of advance standing."

In addition to the need for providing greater access to the working adult, the following additional points were made:

1) "We are not a business to compete with a local college or university which can offer an external degree program incorporating our open admissions policies, evaluation of experiential learning, and courses in a condensed term configuration.

2) We intend to meet the needs of students by bringing the university to the students.

3) We maintain academic quality through faculty and academic council control.

4) We maintain a viable program by being cost-effective.

5) We would like to minimize administrative controls that are external to the university community."

- Pacific Christian College[5a]

1. "Making known (publicizing) the various institutions available on Oahu for students to inquire about besides University of Hawaii system. . . . Perhaps a listing could be made of all Schools of Higher Learning besides the Telephone Directory."

2. "More cooperation between Hawaii State Schools (local) and those institutions from outside Hawaii who are licensed/accredited, etc. We should all be concerned about getting students into college rather than making it so difficult to find out about ALL schools that are available. . . ."

3. Necessity for additional approvals of a program when DRA has licensed an institution.

[5a]Letter to Advisory Committee (June 27, 1978).

- University of Northern Colorado:[6] getting DOE approval of programs in psychology, counseling and guidance for purposes of reclassifying teachers.[6a]

B. Correspondence Schools

Of the 11 correspondence schools with sales persons licensed by the Department of Education, only 3 completed their Fact Sheets. (See Appendix D for responses of these institutions which are recorded on an abbreviated form of the Fact Sheet.) Highlights are presented below:

- Cleveland Institute of Electronics, accredited by the National Home Study Council, offered an electronics program which required a total of $695-$2,095 in tuition and fees. In 1976-77, there were 70 students enrolled. The respondent indicated that "99% of my business is with /the/ military."

- International Correspondence Schools, accredited by the National Home Study Council, first offered instruction in Hawaii in the 1890's. ICS has a catalog of standard programs and also creates special programs for various companies and unions in Hawaii. Although no data on enrollments and graduates were provided for 1976-77, ICS indicated that its Industrial Division has "maintained a completion rate of 80%+" nationally.

- LaSalle Extension University, accredited by the National Home Study Council, first offered instruction in Hawaii in 1912. The Bachelor's degree in Commerce and Social Studies was offered as were Associate degrees in Business with majors in three areas--business management, accounting, banking and finance. In 1971-72, there were 340 Hawaii students enrolled and 192 completed their programs. In 1976-77, the enrollment was 428 and completions, 231. Total required tuition and fees ranged from $595 for secretarial training to $795 for three programs--accounting, food and beverage management, and hotel/motel management.

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[6]Representatives from these institutions met with the Advisory Committee.

[6a]This problem was referred to the Department of Education. The Superintendent in a letter to the Advisory Committee (August 4, 1978) indicated that:

> Credits for teacher classification must meet certification standards as specified in Hawaii Revised Statutes 297-31 and Department Regulations #5301 and #5302. Regulation #5301 specifies that for purposes of teacher certification, state approved programs refer to teacher education programs approved by the state department of education.
>
> To have some assurance that only acceptable credits are used for teacher classification purposes, the Department of Education requires that all out-of-state colleges and universities register with the Department of Education courses offered in Hawaii.

A search of the files of the Department of Education provided some data on the remaining 8 correspondence schools which did not complete their Fact Sheets:

Name	Accreditation	1977 Course Enrollments	Required Tuition & Fees
American School of Chicago (Illinois)	North Central Assoc. of Colls. & Schs.	312 in one-year high school course	$339 (1 yr.)
Art Instruction Schools-Palmer Writer School (Minnesota)	National Home Study Council	93 in Fundamentals or Art	$995 (2 yr.)
Bell and Howell Education Group, Inc. (DeVry Institutes of Technology) (Illinois)	National Assoc. of Trade and Technical Schools		
Capitol Radio Engineering Institute (Washington, D. C.)	National Home Study Council	124 in Electronic Engineering Technology	$1,195 (3 yr.)
Columbia School of Broadcasting (California)	National Home Study Council	88 in Radio Announcing; 7 in other courses	$1,495 (6-24 mo.)
Jetma Technical Institute (California)		Metric course	$295 (2 mo.)
Lincoln Service, Inc. (Illinois)		Non-technical Civil Service Preparatory Training	$530 (6 mo.)
Northwest Schools, Inc. (Oregon)		10 in Airline/Travel Career	$995 (120 hrs.)

Unfortunately, data on course enrollments were not complete for all of the correspondence schools. It is interesting to note that three schools which were not accredited by the National Home Study Council have licensed agents in Hawaii.

C. Trade, Technical and Vocational Schools[7]

A large number of private trade, technical and vocational schools were surveyed. For reporting purposes, they are grouped according to the definitions of the

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[7]See Appendix E for the responses of these institutions which are recorded on an abbreviated form of the Fact Sheet.

U.S. Office of Education, National Center for Education Statistics, into 3 clusters:

- Business/Office Schools which include programs in business occupations (accounting, data processing, secretarial) as well as special purpose schools (including real estate).

- Trade/Technical Schools which include (1) technical institutes that offer instruction "at a level above the skilled trades and below the professional level" and (2) vocational/technical schools, including those that offer such programs as the following: airline careers, commercial art, fashion design, interior design, medical and dental assisting and travel.

- Other Schools which include: (1) cosmetology/barber schools, (2) flight schools, (3) hospital schools and (4) other schools including modeling and maritime.

C-1. Private Business/Office Schools

Fact Sheets were sent to 28 schools with the following results:

11 institutions completed their Fact Sheets
1 institution was not in operation (McCormack School of Real Estate)
2 forms were returned by the Post Office (Hawaii Nei Real Estate School and Walter N. Clark Real Estate School)
9 institutions had data in the DOE files
5 institutions did not respond and were not licensed by DOE[8]

Data in Table 4 show that most of the 11 business/office schools which returned their Fact Sheets were owned by corporations, were formed in the 1970's and were licensed by the Department of Education. Two were accredited by the Association of Independent Colleges and Schools--Cannon's International Business College of Honolulu and Hawaii School of Business. Programs in most of the business/office schools had V.A. approval, and students in the two accredited institutions were eligible for other federal assistance programs.

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[8]Control Data Institute, H & R Block Income Tax Institute, Personalized Tax Service School, Interstate Properties School of Real Estate and Realty Pacific Schools.

Table 4
Descriptive Data
Private Business/Office Schools

Institution	Year Founded	Ownership	DOE License	Eligible for: V.A.	F.I.S.L.	Other
Accounting						
Becker CPA Review Course	1973	Partnership	X	X		
Business						
*Cannon's International Business College of Honolulu	1917	Corporation	X	X	X	X
*Hawaii School of Business	1973	Corporation	X	X	X	X
IBM Education Center	N.A.	Corporation				
Japan-American Institute of Management Science	1972	Non-profit organization	X	X		
National Business Training School	1964	Corporation	X	X		
Real Estate						
Real Estate Schools of S/M	1972	Corporation	X	X		
Mary Shern School of Real Estate	1974	Corporation	X	X		
John F. Stapleton School of Real Estate	1968	Corporation	X	X		
Vitousek Real Estate Schools, Inc.	1970	Corporation	X	X		
Waikiki Realty Real Estate School	1973	Single	X			

*Accredited by: Association of Independent Colleges and Schools

An examination of Table 5 shows the wide variety of programs offered by private business/office schools. As expected, the two accredited schools had the largest number of programs (17 and 12) and relatively large enrollments (906 and 303) in 1976-77. Among real estate schools, John F. Stapleton School of Real Estate had the largest enrollment, (over 2,000 students); all of its courses took 7 weeks to complete.

Table 5
Program, Cost and Enrollment Data
Private Business/Office Schools

Institution and Program	Time to Complete	Tuition	1976-77 Enr.	1976-77 Grads.	1976-77 Employed: Trng. Related
			(approx)	(approx)	
Becker CPA Review Course			300	280	
CPA Problems, Theory, Auditing & Law	5 mo.	$550	300	280	N.A.
Cannon's International Business College of Honolulu			906	240	121
Bookkeeping	24 wks.	$1,000	22	9	6
Full-charge Bookkeeping	36 wks.	1,500	16	7	3
Accounting	48 wks.	2,000	118	25	18
Higher Accounting	60 wks.	2,500	33	11	6
Business Administration	60 wks.	2,500	76	11	3
Clerk Stenographer	24 wks.	1,000	14	14	9
Secretarial	48 wks.	2,000	154	33	20
Executive Secretarial	60 wks.	2,500	34	10	10
Legal Secretarial	60 wks.	2,500	49	14	11
Medical Secretarial	60 wks.	2,500	18	2	1
Receptionist	24 wks.	1,000	17	16	3
Clerk-Typist	36 wks.	1,500	46	27	15
Keypunch Clerical	48 wks.	2,000	42	17	14
Hotel Front Office Procedures	36 wks.	1,500	57	6	1
Hotel Management	48 wks.	2,000	12	6	1
Court Reporting	96 wks.	4,000	46	3	0
English as a Second Language	12 wks.	500/qtr	152	29	N.A.
Hawaii School of Business			303	150	73
Accounting, Acc./Data Proc.	12 mo.	$1,620	41	8	6
Prof. Acc., Prof. Acc./ D.P.	16 mo.	2,160			
Bus. Admin., Bus. Admin./ D.P.	16 mo.	2,160			
Secretarial Science	12 mo.	1,620	35	6	6
Legal Sec., Med. Sec., Air Sec.	14 mo.	1,890			
Airlines/Travel Agency Operation	10 mo.	1,350	45	5	2
Hotel Management	12 mo.	1,620	25	3	2
K.P. Clerk Typist, Clerk Typist	12 mo.	1,620	18	3	3
Clerk Typist/Receptionist	6 mo.	810			
Court Reporting	20 mo.	2,700	45	35	19
Keypunch	1½ mo.	235	94	90	35
Bank Teller	1 mo.	175			

Table 5 (continued)

Institution and Program	Time to Complete	Tuition	1976-77 Enr.	1976-77 Grads.	1976-77 Employed: Trng. Related
IBM Education Center					
"provide specific training or the use of IBM products at a frequency aimed at meeting the demands of our customers."					
Japan-America Institute of Management Science			66	65	46
American Management Program	5 mo.	$1,800	59	59	44
Japan Management Program	9 mo.	1,800	7	6	2
National Business Training School			105	69	46
Keypunch Operator	5 wks.	$250	57	39	28
Checker/Cashier	6 wks.	210	18	13	7
General Office Clerk	17 wks.	820	16	10	8
Bookkeeping/Accounting	14 wks.	560	2	0	0
Auto. Bus. System Analyst	52 wks.	2,475	1	0	0
Programming	14 wks.	800	6	4	1
Executive Secretary	30 wks.	1,410	1	0	0
Legal Secretary	33 wks.	1,610	2	1	0
Basic Bookkeeping	8 wks.	400	1	1	1
File Clerk	6 wks.	250	1	1	1
Real Estate Schools of S/M			41	41	22
Pre-Licensing Course-Salesman	8 wks.		41	41	22
Mary Shern School of Real Estate			373	348	222
Pre-License-Salesman	2 mo.	$225	296	276	155
Pre-License-Broker	2 mo.	225	77	72	67
John F. Stapleton School of Real Estate			(approx) 2,066	(approx) 2,003	N.A.
Oahu Sales	7 wks.	$275	1,394	1,364	N.A.
Oahu Brokers	7 wks.	290	325	313	N.A.
Maui Sales	7 wks.	275	295	281	N.A.
Maui Brokers	7 wks.	290	52	45	N.A.
Vitousek Real Estate Schools, Inc.			380	253	N.A.
Salesman's Pre-License	40 hrs.	$210	337	224	N.A.
Broker's Pre-License	40 hrs.	245	43	29	N.A.

Table 5 (continued)

Institution and Program	Time to Complete	Tuition	1976-77 Enr.	1976-77 Grads.	1976-77 Employed: Trng. Related
Waikiki Realty Real Estate School					
Real Estate Pre-License Post Indoctrination	9-10 wks.	$150	48	32	N.A.
From files of the Department of Education					
Aikane Tax School					
Basic Tax Return Preparation	9 wks.	$55	16	10	8
Kenway School of Accounting					
Practical Accounting	10 wks.	$495	251	197	91
Keypunch Institute					
Keypunch	7 wks.	$260	30	26	10
Aloha School of Real Estate					
Real Estate Salesman's Pre-License Course	9 wks.	N.A.	127	78	37
Harris Real Estate School					
Real Estate Salesman's Pre-License Course	6 wks.	$160	43	36	4
Ikeda School of Real Estate					
Real Estate Principles & Practices	N.A.	$250	N.A.	N.A.	N.A.
Broker's Real Estate Pre-License Course	N.A.	300	N.A.	N.A.	N.A.
Komori Real Estate School					
Real Estate Salesman's Course	40 hrs.	$175	6	4	2
Professional School of Real Estate					
Real Estate Salesman's Pre-License	8 wks.	$150/$175	209	136	31
John Wilson School of Real Estate					
Real Estate Salesman	8-10 wks.	$250	94	37	N.A.

Students and graduates in 1976-77 numbered:

	Enrollment	Graduates
5 business schools	1,680	804
5 real estate schools	2,908	2,677

In addition, data were available from the DOE files as follows:

3 business schools	297	233
5 real estate schools	479	291

Some programs could be completed in a few weeks (keypunch operator, 5 weeks, $250) while others required considerably more time (court reporting, 96 weeks, $4,000). The variety of programs was especially noteworthy among business schools, some of which offered courses related to tourism: hotel management, hotel front office procedures, airlines/travel agency operations.

Data in Table 6 show that only 5 of the 11 business/office schools required a high school diploma for admission. The majority had job placement services, conducted surveys of their graduates and provided students with opportunities to evaluate their training. Only 4 institutions had financial aid programs.

Institutions were asked to indicate their plans for significant changes and they responded as follows:

- Cannon's International Business College of Honolulu plans to eliminate its court reporting program and to expand facilities.
- Hawaii School of Business intends to increase its number of classrooms.
- Real Estate Schools of S/M plans to: upgrade instructional materials and aids, add a sales course on actual sales techniques and add a broker's pre-license course.
- John F. Stapleton School of Real Estate intends to respond to DRA changes, as necessary, in educational requirements for sales and broker candidates.

Table 6
Student Data: Admissions and Services
Private Business/Office Schools

Institution	Admissions: High Sch. Dip.	Financial Aid	Job Placement	Grad. Surveys	Eval. of Training
Becker CPA Review Course	X				
Cannon's International Business College of Honolulu	X	X (140)	X (237)	X	X
Hawaii School of Business	X	X (12)	X (73)	X	X
IBM Education Center					
Japan-America Institute of Management Science	X	X (28)	X (1)	X	X
National Business Training School			X (45)	X	X
Real Estate Schools of S/M	X	X (4-5)	X (50%)	X	X
Mary Shern School of Real Estate				X	X
John F. Stapleton School of Real Estate			X	X	X
Vitousek Real Estate Schools, Inc.				X	X
Waikiki Realty Real Estate School			X		X

The Real Estate School of S/M mentioned the need for financial support of students in private postsecondary schools as a problem which might be considered by the Advisory Committee: "The cost of educating various groups of students is of course getting higher as our inflation rate continues to rise and some kind of support to these students is needed--especially adults interested in self-improvement or career upgrading and for the disadvantaged seeking to improve the quality of his life."

No private business/office schools indicated a desire to meet with the Advisory Committee to discuss problems in their area of postsecondary education.

C-2. Trade and Technical Schools

Fact Sheets were sent to 23 trade and technical schools with the following results:

15 institutions completed their Fact Sheets
7 institutions had data in the DOE files
1 institution did not respond and was not licensed by DOE (Pacific Trade School)

Data in Table 7 show that most of the 15 trade and technical schools were founded before 1970, the oldest in 1910 and the youngest in 1978. Generally these schools either had a single owner or were owned by a corporation, with the public supporting two police recruit training programs. All schools, except for the police training programs, were licensed by the Department of Education. Programs in eight schools had V.A. approval, and students in 5 institutions were eligible for some federal assistance programs. One school, Med-Assist School of Hawaii, was accredited.

The trade and technical schools offered a rich variety of programs, as shown in Table 8:

- Two schools offered art courses: The Hawaii School of Sign-Art and Design began operations in 1978 and offered courses which took 10½ months to complete and cost $1,500. The Honolulu Academy of Arts Studio Program charged $220 per semester for courses in Printmaking/Etching, Drawing, Painting. It enrolled 111 students in 1976-77.

- The two technical institutes--Electronics Institute and New York Technical Institute--offered 7 different programs. Programs at Electronics Institute took 12½ to 24 months to complete at a cost ranging from $1,067 to $3,050. There were 194 students enrolled in 1976-77; 37 graduated; 34 were employed in training-related jobs. New York Technical Institute enrolled 272 students, but provided no information on tuition.

- Bartender Training Institute trains bartenders and cocktail waitresses during six-week programs costing $220. In 1976-77, there were 194 enrolled; 170 graduated; 60 found training-related jobs.

Table 7
Descriptive Data
Trade and Technical Schools

Institution	Year Founded	Ownership	DOE License	Eligible for: V.A.	F.I.S.L.	Other
Art						
Hawaii School of Sign-Art and Design	1978	Single	X			
Honolulu Academy of Arts Studio Program	1946	Privately endowed	X			X
Automotive and Electronics						
Electronics Institute	1944	Corporation	X	X		
New York Technical Institute	1910	Corporation	X	X		X
Bartending						
Bartender Training Institute	1962	Corporation	X			
Dressmaking, Tailoring and Design						
Fashion Center	1949	Single	X			X
Fashion Institute	1947	Single	X	X		X
Style Center School of Fashion Design	1937	Single	X	X		
Interior Design						
Artisan School of Interior Design	1973	Single	X			
Massage						
Aisen Shiatsu Massage	1977	Corporation	X			
School of Therapeutic Nerve Massage	1976	Single	X			
Medical and Dental Assistant						
*Med-Assist School of Hawaii	1973	Corporation	X	X		X
Police Training						
Honolulu Police Dept. Recruit Training School	1939	Public		X		
Maui Police Dept. Recruit Training Class	1939	Public		X		
Travel and Tourism						
Travel Institute of the Pacific	1976	Corporation	X	X		

*Accredited by the American Bureau of Medical Laboratory Schools.

- The three dressmaking/tailoring/design schools (Fashion Center, Fashion Institute and Style Center School of Fashion Design) offered courses which took 6 or 9 months to complete. Tuition ranged from $540 to $700. Total enrollment was 119 in 1976-77; graduates numbered 30. (From the files of the Department of Education: The remaining 5 sewing schools offered courses of varying length. Total enrollment was 145.)

- Artisan School of Interior Design offered 5 courses, ranging from 1 to 3 months to complete at a cost of $50 to $175. Enrollment data were not provided.

- The two massage schools (Aisen Shiatsu School and School of Therapeutic Nerve Massage) offered courses (5 to 10 weeks) at a cost of $350 to $810. Enrollment at Aisen Shiatsu School was 17, and all completed their program.

- The Med-Assist School of Hawaii prepares medical assistants, clinical assistants and medical secretaries. The 7-month program for medical assistants had a tuition of $1,406. Other programs were shorter in length and had lower tuitions. There were 103 students enrolled in 1976-77; 82 graduated and 74 were employed in training-related jobs.

- The two police recruit training schools charged no tuition. While Honolulu's program was for 6 months, Maui's was 3 months in length. Total enrollment was 167; 145 graduated and 111 were employed.

- Travel Institute of the Pacific offered 3 courses, each lasting 2 months, for a tuition of $500. Total enrollment was 385 with 220 enrolled in Airline/Travel Agency Ticketing. There were 359 graduates, and 269 were employed in training-related jobs.

- Hawaii State Trucking Academy offered a variety of courses, requiring 240 hours for completion at a cost of $1,320. All 19 enrollees graduated and were employed.

A majority of the trade and technical schools did not require high school diplomas for admission, had job placement services and provided their students with opportunities to evaluate their training. Only 6 conducted graduate surveys and only 2 had financial aid programs. (See Table 9)

Table 8
Program, Cost and Enrollment Data
Trade and Technical Schools

Institution and Program	Time to Complete	Tuition	1976-77 Enr.	Grads.	Employed: Trng. Related
Hawaii School of Sign-Art & Design			No data - started in 1978		
Commercial Lettering (Beg)	10½ mo.	$1,500			
Commercial Lettering (Adv)	10½ mo.	1,500			
Honolulu Academy of Arts Studio Program			111	1	
Printmaking/Etching, Printmaking/Lithography Drawing, Painting		$220/sem 220/sem 220/sem	111	1	unknown
Electronics Institute			194	37	34
Electronics Engineering Tech.	24 mo.	$3,050	164	36	32
Radio Television	24 mo.	2,135	26	1	2
Radio Electronics	12½ mo.	1,067	4	0	0
Computer Science			0	0	
New York Technical Institute			272	59	26
General Mechanics	12 mo.		224	48	19
Electronics Technician	20 mo.		46	11	7
Architectural Drafting			2	0	0
Bartender Training Institute			194	170	60
Bartenders	6 wks.	$220	180	156	46
Cocktail Waitress	6 wks.	220	14	14	14
Fashion Center			68	2	
Dressmaking	9 mo.	$540	68	2	N.A.
Tailoring	6 mo.	540			
Fashion Institute			12	3	3
Fashion Designer	9 mo.	$63/mo.	12	3	3
Pattern Maker, Grader	9 mo.				
Tailor	9 mo.				
Dressmaking	9 mo.				
Power Machine Operator	9 mo.				

Table 8 (continued)

Institution and Program	Time to Complete	Tuition	1976-77 Enr.	Grads.	Employed: Trng. Related
Style Center School of Fashion Design			39	25	8
1st year	9 mo.	$350/sem	23	12	
2nd year	9 mo.	350/sem	13	10	5
3rd year	9 mo.	350/sem	3	3	3
Artisan School of Interior Design					
Fundamental Principles of Interior Design	3 mo.	$120	N.A.	N.A.	N.A.
Advanced Techniques of Interior Design	3 mo.	120	N.A.	N.A.	N.A.
Effective Home Furnishing Salesmanship	2½ mo.	175	N.A.	N.A.	N.A.
Decorating on a Budget	1¼ mo.	60	N.A.	N.A.	N.A.
Business: Professional Practices in Design	1 mo.	50	N.A.	N.A.	N.A.
Aisen Shiatsu Massage			17	17	
Shiatsu Therapist	2½ mo.	$810	17	17	none
School of Therapeutic Nerve Massage					
Therapeutic Nerve Massage I (beg)	8 wks.	$350			
Therapeutic Nerve Massage II (adv)	5 wks.	450			
Med-Assist School of Hawaii			103	82 (approx)	74 (approx)
Medical Assistant	7 mo.	$1,406.44	59	50	45
Clinical Assistant	17 wks.	944.94	19	12	10
Medical Secretary	15 wks.	857.84	25	20	19
Honolulu Police Dept. Recruit Training School			154	132	100
Recruit Training	6 mo.	none	154	132	100
Maui Police Dept. Recruit Training Class			13	13	11
Recruit Training	3 mo.	none	13	13	11

Table 8 (continued)

Institution and Program	Time to Complete	Tuition	1976-77 Enr.	Grads.	Employed: Trng. Related
Travel Institute of the Pacific			385	359	269
Hotel Management	2 mo.	$500	100	96	73
Food and Beverage Management	2 mo.	500	65	60	48
Airline/Travel Agency Ticketing	2 mo.	500	220	203	148
From files of the Department of Education					
Hawaii School of Fashion Design					
Costume Design, Dressmaking, Tailoring	36 wks.	$550	31	14	6
Honolulu Mary'nette Sewing School					
Complete Dressmaking	4-5 wks.	$50-$125			
Designing, Styling and Pattern Drafting	4-5 wks.	$50-$125			
Commercial Pattern Sizing and Adjustment	4-5 wks.	$50-$125	35	0	0
Alteration and Fine Finish Work	4-5 wks.	$50-$125			
Drapery and Slip Covers	4-5 wks.	$50-$125			
Honolulu Practical Sewing School					
Pattern Drafting, Dressmaking & Sewing	10 mo.	$450	15	6	2
Costume Designing, Tailoring	10 mo.	450			
Kaimuki Sewing School					
Dressmaking	6 wks.	$70	45	0	0
Dressmaking & Tailoring	9 mo.	25/mo.	10	0	0
Umemoto Sewing School					
Dressmaking & Pattern Making (Summer)	7 wks.	$65			
(Saturday classes)	9 mo.	12/mo.	9	0	0
Hawaii Institute of Travel					
Travel Agency	200 hrs.				
Airline Ticketing & Reserv.	120 hrs.		88	80	44
Tour Escort & Coordination	80 hrs.		31	23	16
Hotel Front Office	90 hrs.		20	16	6
Hawaii State Trucking Academy					
First Aid, Defensive Driving Traffic Laws, Fire Extinguishment, Industrial Trucking	240 hrs.	$1,320	19	19	19

Table 9
Student Data: Admissions and Services
Trade and Technical Schools

Institution	Admissions: High School Dip.	Financial Aid	Job Placement	Grad. Surveys	Eval. of Training
Hawaii School of Sign-Art and Design					X
Honolulu Academy of Arts Studio Program					
Electronics Institute	X		X (34)	X	X
New York Technical Institute			X	X	X
Bartender Training Institute			X (46)		X
Fashion Center					
Fashion Institute					X
Style Center School of Fashion Design	X		X (10)	X	X
Artisan School of Interior Design					X
Aisen Shiatsu Massage					X
School of Therapeutic Nerve Massage			X	X	X
Med-Assist School of Hawaii	X		X		X
Honolulu Police Dept. Recruit Training School	X		X (132)	X	X
Maui Police Dept. Recruit Training Class	X	X (3)	X (10)		X
Travel Institute of the Pacific	X	X	X	X	X

Institutions were asked to indicate their plans for significant change and to identify problems that should be considered by the Advisory Committee:

Institution	Significant Change	Problems
Hawaii School of Sign-Art and Design		Need for financial aid to students desiring to learn a craft.
Electronics Institute	Move toward digital electronics.	"We can not compete with the state schools as our primary difference is the tuition. If some kind of tax deduction or aid is given to the private school then we can provide education in vocational areas. . . ."
New York Technical Institute	Continue to upgrade its programs.	
Bartender Training Institute [9]		Tuition refund policy for government schools is different from that for vocational schools. This places vocational schools at a disadvantage.
Fashion Center	Start guest speaker program.	"Difficult to survive because of high operating costs."
Fashion Institute [9]	Consider ready-to-wear garments in preparing students.	The Course of Study of the DOE should be reviewed. ". . . the subject matter is elementary. . . The stress should be more in the field of vocational training so that students will be prepared to enter the field without hesitation."
Artisan School of Interior Design	Add design instruction (drafting, package design, textile design, etc.).	

[9] Representatives from these three schools met with the Advisory Committee.

Institution	Significant Change	Problems
School of Therapeutic Nerve Massage	Restructure classes and schedule.	"To have this type of vocation worked into the University system--making students aware of this field."
Med-Assist School of Hawaii	Set up dental secretary program in Sept. 1978.	"We would like to see a survey conducted concerning the need for medical office personnel within the State of Hawaii."
Travel Institute of the Pacific[9]		While Rule 46 on the licensing of private trade/technical/vocational schools is more than adequate, enforcement should be improved. "Quality of instruction" should be more carefully evaluated.

C-3. Other Private Schools

This group includes cosmetology/barbering, flight, modeling and nautical schools. In all, 24 schools were surveyed with the following results:

8 institutions completed their Fact Sheets
2 institutions were not in operation (hospital schools)
4 institutions indicated the inapplicability of questions (These were reading, language and math improvement programs.)
3 institutions had data in the DOE files
7 institutions did not respond and were not licensed by DOE[10]

Data in Table 10 show that a majority of the schools were founded before 1970, were owned by corporations and were licensed by the Department of Education. The three cosmetology/barbering schools were accredited--two by the

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[9]Representatives from these three schools met with the Advisory Committee.

[10]Hilo School of Beauty, Inc., Aeromarine Inc., Associated Aviation Activities, Hickam-Wheeler AFB Aero Club, Piper Flight Center, Inc., Kaiser Foundation Hospital and St. Francis Hospital on their medical/radiologic technology programs.

National Cosmetology Accrediting Commission (Hollywood Beauty College and Trendsetters Beauty College) and one by the National Association of Trade and Technical Schools (Honolulu Barber School). The two flight schools (Hawaii Air Academy and Island Flight Center) were accredited by the Federal Aviation Administration. Programs in most of the schools had V. A. approval.

Table 10
Descriptive Data
Other Private Schools[1]

Institution	Year Founded	Ownership	DOE License	Eligible for: V.A.	F.I.S.L.	Other
Cosmetology/Barbering						
*Hollywood Beauty College			X			
**Honolulu Barber School dba Hawaii Institute of Hair Design	1956	Corporation	X	X		X
*Trendsetters Beauty College	1967	Corporation	X	X	X	X
Flight						
***Hawaii Air Academy	1968	Corporation		X	X	
***Island Flight Center	1968	Corporation		X		
Modeling						
Barbizon School of Hawaii	1971	Corporation	X	X		
John Robert Powers Modeling & Finishing School	1971	Corporation	X			
Nautical						
Pacific Maritime Academy	1968	Single	X	X		

*Accredited by: National Cosmetology Accrediting Commission.
**Accredited by: National Association of Trade and Technical Schools.
***Accredited by: Federal Aviation Administration.

[1]Deletes: 2 hospital schools not in operation: Queen's Medical Center for X-Ray and Castle Memorial Hospital School of Practical Nursing

5 schools grouped as "reading, language and mathematics improvement" because these will not be licensed as vocational schools by the DOE.

Programs and the costs to complete them, by institution, are presented in Table 11:

- Cosmetology was offered on Oahu and Hawaii for a tuition about $2,000. It took 11 months to complete the course. Hairstyling courses took 5 to 13 months to complete, with tuition ranging from $450 to $1,145. Over 500 students were enrolled in the 3 accredited schools in 1976-77. Of the 339 graduates, 314 were employed in training-related jobs.

- Data on one flight school, Island Flight Center, showed an enrollment of 117 in 7 different programs, varying in length from 1 to 7 months to complete at a cost of $1,000 to $7,000.

- The two modeling schools (Barbizon School of Hawaii and John Robert Powers Modeling and Finishing School) offered courses other than modeling and had a total enrollment of 1,255 in 1976-77, with 306 in modeling courses. Programs ranged from 2 to 6 months to complete at a cost of $260 to $702.

- The Pacific Maritime Academy offered 15 courses which took less than a month to 5½ months to complete. The range in costs was $88.80 to $613.60. Total enrollment in 1976-77 was 282, with 249 completing their programs and 175 employed in training-related jobs.

High school diplomas were required for admission to cosmetology/barbering schools in accord with state licensing requirements. Most of the schools offered job placement services, conducted graduate surveys and provided students with opportunities to evaluate their training. Only the 3 cosmetology/barbering schools and Hawaii Air Academy had financial aid programs. (See Table 12)

Most of the schools had plans for significant change:

- Hollywood Beauty College: upgrade equipment

- Honolulu Barber School: add new courses, Cosmetology and Hairdressing

- Trendsetters Beauty College: revise and update curriculum and equipment

- Hawaii Air Academy: expand into new areas, including an aerobatic course

- Barbizon School of Hawaii: increase tuition in August 1978

Table 11
Program, Cost and Enrollment Data
Other Private Schools

Institution and Program	Time to Complete	Tuition	1976-77 Enr.	Grads.	Employed: Trng. Related
Hollywood Beauty College			215	119	115
Cosmetology	11 mo.	$1,995	215	119	115
Honolulu Barber School			236	126	117
Barber Styling 1250	8 mo.	$ 695	191	100	89
Advanced Hairstyling 700	5 mo.	450	23	10	14
Barber Styling and Advanced 1950	13 mo.	1,145	22	16	14
Trendsetters Beauty College			114	94	82
Cosmetology	11 mo.	$2,095	114	94	82
Hawaii Air Academy					
No data provided on programs and enrollment.					
Island Flight Center			117	101	64
Private Pilot	3 mo.	$1,095	30	25	0
Commercial Pilot	7 mo.	7,000	40	35	30
Instrument Pilot	3 mo.	4,000	20	15	10
Multi-Engine Pilot	1 mo.	2,000	10	10	8
Flight Instructor	4 mo.	4,000	9	8	8
Flight Instructor-Instruments	3 mo.	4,500	5	5	5
Airline Transport Pilot	1 mo.	1,000	3	3	3
Barbizon School of Hawaii			406	329	106
Major Modeling	6 mo.	$ 702	214	170	106
Personal Improvement	3½ mo.	473.20	165	133	—
Self Awareness	2 mo.	260	27	26	--
John Robert Powers Modeling and Finishing School			849	764	49
Self-Improvement	4½ mo.	$450	737	656	--
Advanced Modeling	3 mo.	325	92	88	49 p.t.
Miss Executive Grooming	15 wks.	395	20	20	—

Table 11 (continued)

Institution and Program	Time to Complete	Tuition	1976-77 Enr.	Grads.	Employed: Trng. Related
Pacific Maritime Academy		1978	282	249	175
Merchant Marine Deck Officer	5½ mo.	$613.60	24	16	15
1,000 Ton Freight & Towing	5½ mo.	613.60	4	3	3
Able-Bodied Seaman	1 mo.	130.00	1	1	1
Ocean Operator	2 mo.	228.80	27	25	14
Motorboat Operator	2 mo.	228.80	5	5	3
Accelerated Ocean/Motorboat	3/4 mo.	228.80	147	135	103
Merchant Marine Engineering	5½ mo.	613.60	0	0	0
Marine Diesel Engineering-Gen.	2½ mo.	296.40	24	19	17
Harbor Pilot	1 mo.	228.80	1	1	N.A.
Sailmaster	3/4 mo.	104.00	0	0	0
Radar Endorsement	1½ mo.	130.00	9	7	2
Pacific Island Merchant Marine Officer's Training	5½ mo.	613.60	7	4	3
Complete Celestial Navigation	2 mo.	156.00	33	33	14
Inter-Island Navigation	2 mo.	88.80	0	0	0
From files of the Department of Education					
Big Island School of Hair Design					
Hairdressing and Cosmetology	13 mo.	$1,000	N.A.	N.A.	N.A.
Gony's Beauty School					
Hairdresser's and Cosmetologist's Course	1,800 hrs.	$1,500	10	0	0
Cosmetician	700 hrs.				
Instructor-Trainee	600 hrs.				
Hawaii Bar Review Course					
Winter Bar Review Session	6 wks.	$295	50	N.A.	N.A.
Summer Bar Review Session	6 wks.	295	79	N.A.	N.A.

Table 12
Student Data: Admissions and Services
Other Private Schools

Institution	Admissions: High School Dip.	Financial Aid	Job Placement	Grad. Surveys	Eval. of Training
Hollywood Beauty College	X	X (50%)			X
Honolulu Barber School	X	X	X (117)	X	X
Trendsetters Beauty College	X	X (22)	X (88)	X	X
Hawaii Air Academy		X (4)		X	X
Island Flight Center			X (7)	X	
Barbizon School of Hawaii			X		X
John Robert Powers Modeling & Finishing School			X (58%)	X	X
Pacific Maritime Academy					X

Several institutions cited problems in postsecondary education and some made suggestions on their Fact Sheets. Representatives from two schools (Honolulu Barber School and Trendsetters Beauty College) also met with the Advisory Committee. Some of the comments from these institutions are summarized below:

- Hollywood Beauty College: The high school diploma requirement in the State causes some problems for high school dropouts who wish to enroll in cosmetology.

- Honolulu Barber School: (1) State and federal agencies should coordinate their efforts in gathering information because there is much duplication in their requests; (2) perhaps there should be one central agency to license schools, grant V.A. approval, etc.; (3) the

examinations and regulations of the vocational licensing boards should be up-dated.[11]

- Trendsetters Beauty College: "With the present government tuition aid programs, there's no need for the community college operating a school of cosmetology in competition with us. The tax dollars generated by private industry could go to other more needy programs for our citizens." There should be more coordination between private and public institutions. Perhaps State funds can be used to make grants or loans to students.

D. Conclusion

Although the return on the Fact Sheets was 54 percent (53 institutions), we were able to gain some information on 31 more institutions through a search of the files of the Department of Regulatory Agencies and the Department of Education. This meant that some information was available for 86 percent of the institutions surveyed.

Among the noteworthy observations are the following:

- Out-of-state institutions of postsecondary education offering instruction in Hawaii have increased in recent years, chiefly because of their utilization by the military.

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[11]This problem was referred to the Director of the Department of Regulatory Agencies (letter dated July 6, 1978). We were informed that rules and regulations for the Board of Cosmetology had been revised about six times during the last 15 years and those of the Board of Barbers at least twice. Vocational schools should send their suggestions for revisions to the licensing boards because action will be taken on such proposals.

- The files of DRA include materials prepared by institutions in applying for a license. Since no annual reports for license renewal are required, it was not possible to obtain enrollment data for the institutions who failed to complete their Fact Sheets. In some cases, it was difficult to pinpoint exactly what programs are currently being offered in Hawaii.

- Data on correspondence schools were spotty in several cases. Some of the schools did not have data on enrollments and graduates. Also noteworthy is the fact that the DOE does not take into consideration the accreditation status of correspondence schools in licensing agents.

- Trade, technical and vocational schools offered a wide variety of programs. Only a small minority were accredited by national commissions, notably in business and cosmetology/barbering. Enrollments in 1976-77 were available for only 44 schools out of a possible total of 61:

8	business schools	1,977
10	real estate schools	3,387
19	trade/technical schools	1,865
7	other schools	2,219
44		9,448

- The Department of Education requires annual reports from licensed trade, technical and vocational schools and publishes a directory which lists the schools, their mailing addresses and telephone numbers, the principal or director, the number of professional staff and the average number of students. No summary is made of the data which cover a variety of other areas, including required tuition and fees.

- Several private trade, technical and vocational schools mentioned the need for greater consideration of their programs in the planning and establishing of similar programs by the public sector.

- A number of private trade, technical and vocational schools indicated the desirability of State funds for financial assistance to students in their programs. This is similar to the request of in-state, independent colleges and universities all of which are accredited by regional commissions.

III. HAWAII'S LICENSING AND APPROVING AGENCIES

This section of our report focuses on the state agencies that are responsible for "granting initial and continuing approval to a postsecondary education institution to operate and offer educational services"[1] or for approving courses so that eligible persons or veterans may receive educational assistance benefits. Licensing or approval by such agencies gives the public some assurance that certain criteria have been met. Three units perform such functions in Hawaii:

- The Department of Regulatory Agencies (DRA) which licenses degree-granting institutions.
- The Department of Education (DOE) which licenses (1) private trade, technical and vocational schools and (2) agents of correspondence schools.
- The Office of the State Approving Agency for Veteran Training (SAA), a part of the State Postsecondary Education Commission, which grants approval of programs for VA educational benefits.

These agencies are briefly described below in terms of their statutory base, rules and regulations, procedures for obtaining licensing or approval, organization and staffing.

A. Department of Regulatory Agencies

1. Statutory Base

Chapter 446D of the Hawaii Revised Statutes, enacted in 1971, establishes the authority of DRA to license degree-granting institutions not maintained by the State.[2] Public degree-granting institutions are exempt from the provisions of this Chapter. The purpose of the Chapter is:

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[1]Definition taken from: Steven M. Jung, et al, Final Technical Report: A Study of State Oversight in Postsecondary Education (Palo Alto, California: American Institutes for Research, December 30, 1977), p. 5.

[2]Subject to re-assessment and positive action by the Legislature, Chapter 446D is repealed, effective December 31, 1979 (Sunset Law).

> . . . to prevent the establishment of educational institutions which engage in the outright sale of degrees and make no pretense of requiring any kind of academic achievement and those institutions which grant degrees based on an obviously inadequate course of study. Accordingly, this chapter requires the licensing of degree granting institutions and establishes objective standards for such licenses. (Sec. 446D-1)

In order to obtain a license from the director of DRA, acceptable evidence must be presented that "the applicant is either chartered as an educational corporation in the State . . . or an educational institution in another state, and that the educational program of the applicant has been accredited by at least one nationally recognized accrediting agency or association listed by the United States Commissioner of Education." The license to award degrees is valid so long as accreditation is maintained, subject to annual renewal provisions. (Sec. 446D-4)

The director may issue a temporary permit to award degrees to an applicant who meets the above requirements except for the one related to accreditation. The issuance of such a permit requires the recommendation of the advisory committee on degree granting institutions that "determines the the applicant's academic and financial plans for working toward accreditation are feasible and acceptable." The temporary permit is valid for five years, subject to annual renewal. The permit may be extended for a period not to exceed ten years, under certain circumstances. The statutes also specify conditions under which the temporary permit may be revoked, including: failure to retain status as an educational corporation; presentation of false or misleading information in obtaining a temporary permit; failure to allow authorized representatives to inspect the institution or to make available to them pertinent information. (Secs. 446D-5 and 446D-6)

The composition and functions of the advisory committee on degree granting institutions are set forth in Sec. 446D-7:[3] the president of the University of Hawaii (who shall serve as chairman) and eight other members appointed by the governor. Six of the appointed members shall be presidents or chief administrators of licensed degree-granting institutions and the remaining two shall be appointed from the public at large.

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[3]Amended in 1978.

The advisory committee shall advise the director on all matters pertaining to the administration of this chapter.

Provisions on fees are included in Sec. 446D-10:

> $50 when applying for a license or temporary permit. Director shall prescribe form of application.
>
> $25 when applying for a renewal. Annually on November 1 or a date specified by the director, application for renewal is made, "accompanied by such information as the director requires to determine continued compliance with this chapter."

All fees are deposited in the general fund of the State. Refunds are not made.

Other sections of Chapter 446D deal with unlawful representation, penalties and injunctions.

2. Rules and Regulations

The DRA recently issued rules and regulations "particularly intended to insure that holders of temporary permits develop and implement feasible and acceptable plans for achieving accreditation."[4] Provisions include the following requirements:

a. An accreditation timetable must be filed by any institution applying for a temporary permit as well as by institutions with temporary permits issued prior to the effective date of these rules.

b. Holders of temporary permits must apply for accreditation with an appropriate agency within 30 days of the issuance of the permit.

c. Holders of temporary permits shall file annual reports with DRA to indicate progress toward gaining accreditation. Additional or supplementary reports may also be required by the director to review the holder's progress toward accreditation.

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[4]Approved by the Governor on January 9, 1978.

Additional provisions relate to advertising materials of holders of temporary permits and grounds for revoking such permits.

3. Procedures for Licensing and Renewal[5]

The DRA has an application form for degree-granting institutions seeking a license to operate in Hawaii. Information is requested on such items as the following: location of places where instruction is to be offered, degree programs to be offered, ownership of the institution, accreditation status, list of officers, list of trustees. In addition, applicants are requested to submit the following exhibits with their application: organizational structure, financial statement, biographical and academic profiles of faculty and administrative staff, courses of instruction and schedule, most recent Accreditation Evaluation Committee report, academic master plans and evidence of incorporation as an educational corporation in Hawaii.

The advisory committee on degree granting institutions meets to review all applications and makes recommendations to the director of DRA.

The DRA has no requirements for license renewal other than maintenance of accreditation and payment of a renewal fee of $25. Although the director may request information "to determine continued compliance" with Chapter 446D, no annual reports are required of institutions at the present time.

The DRA does not publish a directory or listing of degree-granting institutions that have licenses or temporary permits.

4. Organization and Staffing[6]

An organizational chart of DRA shows that there are 37 professional and vocational licensing boards and commissions, including one called "degree granting institutions." Under a reorganization proposal, these regulatory boards and commissions are divided into three groups, and "degree granting institutions" is placed under Group I, Health and Professional.

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[5]Information for this section is based on a meeting of the researcher with two DRA officials: the licensing administrator and the executive secretary of the professional and vocational licensing division (March 22, 1978).

[6]Material for this section was made available by the licensing administrator of the professional and vocational licensing division.

Group I, in turn, has three executive secretaries and the one to whom "degree granting institutions" is assigned also serves the following boards and commissions: Engineers, Architects, Landscape Architects, Land Surveyors; Psychologists; Pharmacy; Chiropractic; and Naturopathy.

The regulatory boards and commissions have many functions, including: grant or deny permits and licenses; direct investigations; make, amend or repeal rules and regulations "deemed proper to fully effectuate the provisions of the law within their scope and jurisdiction;" recommend changes in law; renew licenses; bring injunctive actions; issue cease and desist orders.

5. Other Comments

In an interview with the licensing administrator and the executive secretary of the professional and vocational licensing division, the following additional comments were made:

a. DRA has not been troubled by many complaints from students. There was only one complaint in the recent past.

b. The public should be represented on the advisory committee. Legislation was proposed by DRA and enacted to have some public members on a 9-member committee.

c. Unlicensed collegiate institutions are usually identified by checking the newspaper ads.

d. Chapter 446D has prevented diploma mills from operating in the State.

B-1. Department of Education: Private Trade, Technical and Vocational Schools

1. Statutory Base[7]

Secs. 300-41 through 300-45, Hawaii Revised Statutes, govern the licensing of private trade, technical and vocational schools by the DOE. These schools are defined as "giving instruction in any form or manner in any trade, occupation, or vocation for a consideration, reward, or promise of whatever nature, including correspondence schools located within the State."

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[7]The initial legislation on the licensing of private trade, technical and vocational schools was passed in 1939 and amended in 1961 and 1965.

Although Sec. 300-41 lists types of schools which are exempted from licensing provisions, the DOE "may at its discretion regulate the . . . excepted schools and classes." Seven exemptions are listed, including schools and classes maintained by employers for their own employees where no fee or tuition is charged, flying schools qualified under the Civil Aeronautics Administration, classes conducted for fewer than five students at a time.

Private trade, technical and vocational schools are required to obtain a license from the DOE. (Sec. 300-42) No license is issued until the Department "has approved the method and content of the advertising, the standards and the methods of instruction, and the equipment provided." The Department is also authorized to adopt "reasonable" rules and regulations. (Sec. 300-44)

Additional provisions relate to the suspension and revocation of licenses and penalties for violation.

2. Rules and Regulations

Rule 46 provides many details to supplement Chapter 300, Hawaii Revised Statutes.[8] Among the specifics are the following:

a. Applying for a License: Application shall be made upon forms provided for this purpose and must be filed not less than 90 days before the opening date of a new school. The application must be accompanied by:

(1) a complete statement of the training and experience of the Principal

(2) at least three letters testifying to the character, ability and competency of the Principal

(3) a bank reference of the applicant, initial working capital, projected financial statement for the first 6 months of operation

(4) certificates of clearance from the County Building Department and the State Health Department

(5) floor plan of the various facilities

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[8]The DOE adopted Rule 46 on May 1, 1975; it was approved by the Governor on July 18, 1975.

(6) list of equipment to be provided for each course

(7) outline of courses to be offered including title, objectives, content and evaluation procedures

(8) description of the standards and methods of instruction

(9) statement of the method and content of advertising

(10) copy of school catalogue or brochure

(11) copy of the diploma or certificate to be awarded

(12) schedule of fees, tuition and charges

(13) qualification records of the professional staff members on forms prescribed by the Department

(14) a surety bond of $50,000 to provide "indemnification to any student who suffers loss as a result of the school's not fulfilling its obligations under terms of the license." The bonding requirement may be reduced at the Department's discretion, according to a schedule. (Rule 46.21o)

(15) a license fee of $25

(16) a copy of the articles of incorporation or partnership and bylaws filed with the State Department of Regulatory Agencies if applicable

(17) additional information as may be required by the Department

b. School License Limitations: A school must not begin operations until a license has been granted, and a copy of the State Gross Income License has been filed with the Department. Licenses are to be renewed annually. Any substantive changes (five are designated) in the institution must be reported to and approved by the Department prior to such change. The fee for a license change is $5.

A school that ceases operation must inform the Department and surrender its license. "The Department may require any new applicant for a license to provide acceptable evidence that there is a need for the training proposed and that such training is not currently being adequately provided." (Rule 46.22j)

c. Requirements for Licensed Schools:

(1) Adequate student records must be kept in such form as the Department prescribes. Records are to be kept on file for at least 7 years, and a list of all graduates of courses of one or more years are to be a part of the school's permanent files. Schools ceasing to operate are to place their records on file in the DOE.

(2) Each school is to submit an annual report and other reports as requested. The school brochure or catalogue should be updated periodically and should contain pertinent information on the calendar; facilities/equipment; charges; course titles and objectives; school's policy on attendance, grading, student conduct, tuition refunds; student loans; placement services.

(3) Upon completion of a course, a student is to be given a diploma or certificate.

(4) The school's license is to be prominently displayed on the premises, and a copy of Rule 46 available at all times to interested persons.

d. Facilities and Equipment: The school building must be inspected and approved by the County Building Department and the State Department of Health. The DOE has the right at any time to inspect training equipment.

e. Curriculum: The Department must approve the curriculum as "adequate to afford training in the trades or vocations to be taught." (Rule 46.41) The Department approves the proposed addition or deletion of courses. Courses of study for each trade or vocation must be displayed prominently. If commercial work is to be included in the training program, certain conditions must be met.

f. School Staff: The qualifications of the Principal are furnished to the Department and his functions specified. Instructors' qualifications are detailed; they must possess an instructor's license issued by the Department, and application is to be made on prescribed forms. Changes in the professional staff must be reported to the Department.

g. Advertising and Student Solicitation: The purpose of the regulation is to prevent misrepresentation and unethical practices. Provisions relate to advertising a licensed school; advertising endorsements; soliciting students by advertising; claims regarding training, guarantees of employment or wages; advertising proposed course offerings. The Department reserves the right to inspect all advertising materials.

h. Tuition, Fees and Other Charges:

(1) Rates must be published in the school literature and notification of any change must be given to the Department at least 30 days in advance.

(2) Charges for books, supplies, registration, library, student activity and other fees shall be apart from tuition. All quotations of charges should state when payment must be made, whether financing charges are to be assessed against unpaid advances of tuition and other charges, when and how refunds will be made.

(3) All licensed schools must have a written refund policy. "The minimum refund of tuition, fees and other charges paid in advance that a school must pay to registrants or students who withdraw shall be a sum which does not vary more than ten percent (10%) from the exact pro rata portion of tuition, fees and other charges that the length of the completed portion of the course bears to its total length. The exact proration shall be determined on the ratio of the number of days of instruction completed by the student to the total number of instructional days in the course." (Rule 46.74)[9]

(4) Student contracts shall not be in excess of one year.

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[9]A request for clarification of this Rule has been sent by the Department to the Attorney General.

i. Inspection; Suspending or Revoking Licenses; Filing Complaints:

(1) "Schools shall be inspected by a representative of the Department prior to granting a license and may be inspected at any time thereafter at the discretion of the Department." (Rule 46.81)

(2) Conditions for suspending or revoking licenses are set forth: failure to maintain standards or to comply with established rules and regulations. Licensees are given the opportunity for a hearing before such action is taken.

(3) Complaints must be written and signed by the complainant. All complaints will be investigated and appropriate action taken.

j. Supplemental Requirements: In addition, there are requirements for (1) beauty schools and (2) sewing schools.

3. Procedures for Licensing and Renewal

The procedures for licensing and renewal are specified in the previous section.

The DOE has developed forms for the following:

a. application for the initial annual license

b. letter application for a provisional license

c. application for annual license renewal

d. bond

e. request for bond reduction

f. application for private school teacher's certificate

The DOE also requires licensed trade, technical and vocational schools to submit an annual report. Information on the following is requested: nature and resolution of student complaints; course, tuition and enrollment data.

B-2. Department of Education: Agents of Correspondence Schools

1. Statutory Base[10]

Chapter 302, Hawaii Revised Statutes, deals with agents of private schools and correspondence schools. This discussion focuses only on the latter.

Sec. 302-1 includes definitions of correspondence schools, courses and agents. Restrictions regarding the publicizing of instruction are set forth: no agent shall (a) make any statement or representation that he "knows or reasonably should have known . . . to be false, deceptive, substantially inaccurate or misleading;" (b) promise or guarantee employment as a result of the training unless the promisor offers the student a bona fide contract of employment, related to the training, for not less than 90 days; (c) act contrary to the trade practice rules for private home study schools approved by the Federal Trade Commission. (Sec. 302-2)

Agents representing correspondence schools must be licensed by the DOE. They file and make payable to the Department a surety bond of $2,000 "to provide indemnification to any student suffering loss as a result of fraud or misrepresentation used in procuring his enrollment." Application for a license shall be on forms furnished by the DOE, accompanied by a license fee of $10. Licenses are valid for one year and must be renewed ($10 fee). An agent who is granted a license is issued a card giving his name, address and the school he represents. This also certifies that he is an authorized agent of the school. (Sec. 302-3)

Licenses are not issued unless the person: (a) is 18 years of age or older; (b) is of "good moral character and has a good reputation for honesty, truthfulness, and fair dealing;" (c) has been authorized to represent a correspondence school which is licensed by the proper state officials where the school is located. Furthermore, the DOE must review and approve the contract the school proposes to use in enrolling students. (Sec. 302-4)

Within 15 days after receipt of the application, the DOE shall grant or deny the application. If the Department needs more time for its decision, a temporary license may be granted. (Sec. 302-5)

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[10]Initial legislation was passed in 1965 (Act 175) and amended in 1976.

Other provisions deal with revocation, cancellation and suspension of licenses; adoption of rules and regulations to implement and enforce Chapter 302; and violations.

2. Rules and Regulations

Although the DOE is authorized to adopt rules and regulations regarding the licensing of correspondence school agents, none have been formulated.

3. Procedures for Licensing and Renewal

Procedures are set forth in the statutes. The Department's form for "Private School or Correspondence School Agent's License Official Application" has two parts:

a. Part I is completed by the chief executive officer of the correspondence school. Information is requested on: the applicant's relationship to the school and his bond; the school's location, founding date, state licenses, accreditation status.

b. Part II is completed by the prospective agent and must be accompanied by a photograph, two signed certificates of moral character and the license fee of $10. Information is requested on: personal characteristics, academic background, employment history and past offenses.

B-3. Department of Education: Organization and Staffing

A proposed organization chart of the DOE's office of the assistant superintendent of instructional services indicates that the accreditation and licensing section reports to that office. There are two employees in this section: an administrator and a secretary.

The responsibilities of this section are to "license and regulate private schools and agents of correspondence schools; and to assist public secondary schools in obtaining Western Association for Schools and Colleges accreditation." The section:[11]

> Licenses and regulates private regular or special education schools enrolling compulsory school age students . . . to ensure compliance with state statutes and Departmental Rules and Policies.

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[11]Material was furnished by the administrator of the accreditation and licensing section.

Licenses and regulates private trade, vocational or technical schools to ensure compliance with state statutes and Departmental Rules and Policies.

Licenses and regulates agents of correspondence schools to ensure compliance with state statutes.

Determines school accreditation terms and formulates policies as the Department's WASC Accrediting Commission for School's representative.

Coordinates WASC accreditation activities for public secondary and adult education schools and private secondary schools in keeping with departmental and WASC policies.

The administrator of the accreditation and licensing section was interviewed on March 22, 1978, and the following comments were made:

a. Budgetary limitations have not made it possible to add to the staff and enable the section to do the job that needs to be done. There is a great need for investigators to follow up on complaints, for lawyers to render legal assistance and for fiscal personnel to review fiscal data. Staff people are needed to handle the time-consuming mechanics of the office work involved. There is no travel money; supervisory visits to licensed private schools are few and "sporadic." Lack of funds has prevented attendance at mainland conferences for interaction with counterparts in other states.

b. Correspondence schools are a particular problem. There are no rules and regulations, and Chapter 302 is written broadly without requirements regarding programs being offered by these schools. Agents, not the schools themselves, are licensed by the state. Some of these agents are licensed for a short period only. The Department does not issue a directory of correspondence schools with licensed agents because the status of schools and agents undergoes frequent change.

c. Although there is no established procedure for investigating schools operating without a license, checking is done by letter or telephone call. Violations come to the attention of the DOE through telephone calls and written complaints

from citizens or advertisements by the schools in the newspapers.

d. The licensing procedure would be improved by visits to the schools prior to and after the granting of such licenses. [Note: The former is required by Rule 46.81.] But there are insufficient staff and money for this. Some of the applicants may be inadvertently inaccurate on their application or renewal forms.

e. A license log is kept. This is a record of the receipt of annual submissions required for renewal of licenses. About 40 per cent of the schools are on time.

f. Only one school has been closed by the Department since the formation of this section. A few close each year for financial reasons. About five to ten new schools are licensed each year. Some effort is being made to determine what kinds of schools should be licensed by the DOE. The aid of the attorney general has been sought on this question.

g. A complaint log has been maintained for the past few years.[12]

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[12]The complaint log notes the date of the complaint, the general nature of the complaint and the school involved, the DOE's review of the complaint, the closing date.

During the last two years (April 1976 through early April 1978), there were complaints involving 7 correspondence schools. These often dealt with the school's failure to provide instructional materials and with the complainant's request for a refund.

The complaint log for private trade, technical and vocational schools was examined and the following observations may be of interest:

a. Complainants were students' parents as well as government officials.

b. Some student complaints were related to poor instruction; others were tuition-refund requests. In general, schools were involved in not more than one or two complaints. There was one, however, that had more than 20 complaints over a one-year period. It is no longer in operation.

c. Some complaints initiated by government officials dealt with discrepancies in the school's literature, the operation of schools without licenses. A few "cease and desist" orders were issued by the Department.

d. It is also interesting to note that some complaints were not investigated because they involved schools which were not licensed by the DOE and were considered outside the jurisdiction of the Department.

C. State Postsecondary Education Commission, State Approving Agency for Veteran Training

1. Statutory Base and Regulations

Under Title 38 of the United States Code, Congress established a system enabling eligible persons and veterans pursuing "a program of education" at an "approved" institution to receive a monthly assistance allowance if attending a residential institution or to have 90 percent of the tuition paid if enrolled in a home study school.

The G.I. Bill enabled eligible persons and veterans to use federal funds not only at public and independent colleges and universities, but also in vocational programs and apprenticeship training. Moreover, a separate system for determining eligibility of programs was created, one which did not solely rely on the accreditation of institutions and programs.

The Veterans Administration divides educational institutions into two groups: (1) IHL: institutions of higher learning or degree-granting universities, colleges and junior colleges and (2) BCL: institutions below college level or nondegree-granting postsecondary schools (public, non-profit and for-profit) as well as secondary and elementary schools.

Section 1775 of the U.S. Code indicates that the state approving agency may approve an institution's courses if they "have been accredited and approved" by an accrediting agency recognized by the Commissioner of Education or "are accepted by the State department of education for credit for a teacher's certificate or a teacher's degree." Additional requirements relate to student records (their nature and maintenance) and standards of student conduct and progress.

Approval under Sec. 1776 requires an investigation to show that the institution and its non-accredited courses have met 13 criteria specified in the law as well as any additional criteria set by the state approving agency. The criteria deal with "the quality, content and length" of courses, qualifications of staff, record keeping, advertising, adequacy of facilities, fiscal condition of the school, and refund policies.

In addition, private schools need to be in operation for two years before V.A. approval can be given. This rule can be waived for institutions of higher learning that are non-profit or public. Furthermore, approval of courses or programs requires the applicant to demonstrate that at least

50 percent of the graduates of the vocational course have found jobs for which they received training.

The law clearly indicates that state approval agencies are responsible for making the initial judgment on school approvals. The Veterans Administration reimburses state agencies for this work according to a formula based on workload activities, including one annual visit to each degree-granting institution and an average of 2.5 visits to other schools.

2. Procedures for Approval

The following steps are involved, according to the coordinator of veterans education and training of the State Approving Agency:

a. We request the institution to submit a letter of application accompanied by three copies of the current school catalog or bulletin which is certified as true and correct in content and policy and all of its supporting information;

b. We evaluate the application against the criteria that govern the approval of courses for the training of veterans or eligible persons under Chapters 34 or 35 of Title 38 as accredited or non-accredited courses;

c. We also conduct an on-site inspection visit prior to issuing approvals;

d. We issue to institutions a notice of approval of courses which identifies the specific courses which have been approved only after the requirements of Title 38 and/or appropriate V.A. Regulations have been satisfied. We also notify the V.A. by providing it with a copy of the "official" letter sent to the school;

e. In the event that a course failed to meet any of the requirements, we are by statute required to notify the institution through certified or registered letter of notification with a return receipt secured of such disapproval, denial or withdrawal of approval. An official copy of the letter must also be sent to the V.A.

Although Title 38 does not specifically establish a time requirement for processing of applications, we have made it a matter of policy to review and make determination on the requests within thirty (30) days.

As a part of the on-going approval process, we monitor the activities of schools through inspection and supervisory visits we conduct on an impromptu basis. These visits are geared to delve into any of the following school activities:

a. Record keeping procedures;

b. Policies and regulations regarding school standards of progress;

c. Enrollment policies and practices;

d. Tuition and other fee charges, including refund policy;

e. Library and instructional materials;

f. Advertising practices;

g. Any changes to the approved educational program.

In addition to supervisory and inspection visits, we rely on maintaining a good working relationship with other operating agencies such as the Department of Regulatory Agencies, the Department of Education and the Veterans Administration for exchange of information and notification of changes.

3. Organization and Staffing

Prior to August 1, 1976, there were several departments serving as state approving agencies:[13]

- University of Hawaii for institutions of higher learning, flight schools, hospital schools, community colleges.

- Department of Education for technical, vocational and private schools, institutions below college level.

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[13]Coordinator of veterans education and training of the State Approving Agency for Veteran Training, State Postsecondary Education Commission (May 9, 1978).

- Department of Labor and Industrial Relations for on-the-job training and apprenticeships.

The Governor reassigned the approval functions of the University of Hawaii and the Department of Education to the State Postsecondary Education Commission, effective August 1, 1976. It was felt that a single educational unit, preferably one concerned with postsecondary education, should be the approving agency.

The present contract with the Veterans Administration calls for the following personnel to evaluate, supervise and inspect institutions of higher learning and nondegree-granting institutions offering educational programs at 45 and 43 different locations, respectively:[14]

1.26 professional staff
.25 supervisory staff
.76 clerical allowance

D. Conclusion

Hawaii's statutes and regulations governing the licensing of degree- and nondegree-granting institutions were compared to the model legislation developed by the Education Commission of the States. This was done as part of the state-by-state study of state oversight conducted by the American Institutes for Research (AIR). The results are shown on the following page. It is obvious that Hawaii's coverage of private nondegree-granting institutions is much more extensive than that of private degree-granting institutions. This pattern is characteristic of the states in general. The AIR report indicates that "state authorizing/oversight requirements are much more extensive for private nondegree-granting institutions, less extensive for private degree-granting institutions, and almost nonexistent for public institutions."[15]

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[14] Ibid.

[15] Steven M. Jung, et al, "Executive Summary of Final Technical Report; A Study of State Oversight in Postsecondary Education" (Palo Alto, California: The American Institutes for Research, December 30, 1977), p. 4.

Coverage Ratings of Hawaii's Licensing Laws and Regulations[1] in Comparison with ECS Model Legislation[2]

	Private Nondegree Granting	Private Degree-Granting
A. Institutional purpose, governance, and operation	+	0
B. Course length, content, goals or objectives	+	0
C. Degree, diploma, credential, or graduation requirements	=	+
D. Qualifications of instructional or administrative staff (including maximum teaching loads and teacher-pupil ratios)	+	0
E. Facilities (including instructional and administrative facilities and equipment, housing or room/board facilities, health and safety requirements)	-	0
F. Financial stability (including institutional performance bonds and financial record maintenance)	=	0
G. Minimum qualifications of potential students and orientation of entering students	0	0
H. Public disclosure of material facts (including fees and content of enrollment agreement or contracts)	++	0
I. Advertising or sales/recruiting practices (including minimum qualifications for licensing of sales representatives, and limitations on use of terminology such as "university," "approval," "admissions counselor," etc.)	+	-
J1. Student and personnel recordkeeping practices (including minimum requirements for content of students' records)	+	0
J2. Student and personnel recordkeeping practices (including minimum requirements for maintenance of students' records)	=	0
K. Financial practices (including procedures for making loan awards, requirements for fees, and scholarships or aid requirements)	+	0
L. Minimum refund policies and practices	++	0
M. Placement (including follow-up data collection from former students, graduates, employers regarding posteducation outcomes)	=	0
N. Other topics of possible importance for student consumer protection	-	0
TOTALS		

++State has much more extensive coverage then ECS
+ State has more extensive coverage than ECS
= State has equally extensive coverage as ECS
- State has less extensive coverage than ECS
0 State has no coverage or no law

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[1]State Laws and regulations in effect as of 1 January 1977.

[2]ECS has no provisions in categories A, G, and M.

Source: American Institutes for Research, Steven M. Jung, letter to researcher (April 20, 1978).

IV. FINDINGS AND RECOMMENDATIONS

Private degree- and nondegree-granting institutions are an integral part of the postsecondary educational enterprise in Hawaii--they contribute to the realization of the goal of postsecondary education: to provide all qualified people of Hawaii an equal opportunity for quality postsecondary education through public and independent educational institutions.

Our recommendations, like those of the Master Plan for Postsecondary Education in Hawaii, are based on a commitment to the five objectives of postsecondary education:

- Diversity
- Quality
- Access
- Financing
- Coordination

In addition, because of the nature of institutions included in the 1978 Update, we have formulated recommendations which we feel provide a balance between (a) the need to broaden and enrich educational opportunity by the efforts of the private sector and (b) the need for adequate consumer protection in education.

The conduct of our study was aided greatly by the institutions that completed the Fact Sheets and by personnel in some institutions who met with the Advisory Committee to discuss problems in their areas of postsecondary education. We were also helped by a number of government agencies--Department of Education, Department of Regulatory Agencies, VA approval units under the State Postsecondary Education Commission and in the Department of Labor, Office of Consumer Protection and the education division of Hickam Air Force Base.

As we studied out-of-state degree-granting institutions offering instruction in Hawaii, correspondence schools with licensed agents and private trade, technical and vocational schools, we gained a greater understanding and appreciation of their contributions to postsecondary educational opportunity in Hawaii. As a result of this, we have, in a few instances, elaborated on the objectives of postsecondary education set forth in the 1977 Master Plan.

We recognize that a few of our recommendations require legislation and/or additional human and financial resources. As in the 1977 Master Plan, however, a majority relate to the institutions themselves or to government agencies engaged in licensing/approval of postsecondary education institutions or programs. The agency responsible for implementation of a particular recommendation is designated in parenthesis.

A. DIVERSITY There should be a range of postsecondary educational institutions sufficient in number and variety to provide levels, types and quality of vocational, academic and professional programs in response to the wide array of individual and societal needs and interests.

We found that the institutions under study added a rich variety of educational opportunities with some flexibility in scheduling. Out-of-state institutions were offering programs at the associate, bachelor's and master's levels and some were using a variety of instructional modes. Private trade, technical and vocational schools were classified as: business/office, trade/technical, cosmetology/barbering, flight, modeling and nautical schools. Their intensive, short-term and single-purpose approach is especially appealing to students who want to prepare for a vocation in a short period of time. "Flexible accommodation to the needs and demands of students and their prospective employers is the outstanding operative feature of private vocational schools. Indeed, like any private business firm, the survival and growth of the schools have been possible only because the schools have successfully satisfied their 'consumers'."[1]

These institutions contribute much to diversity in postsecondary educational opportunity in Hawaii. But their offerings and programs are oftentimes unknown to individuals who might be prospective students. It is important for the student who is considering further education and for the institutions to continue to operate that a comprehensive directory be prepared of programs available in Hawaii. This will assist counselors in high schools and other locations to aid their clientele in selecting educational programs most appropriate to their needs. The directory will also enable public and private institutions to be informed of program offerings and may minimize unnecessary duplication of efforts. Such a listing will be descriptive and in sufficient detail as to be helpful to students and institutions but should not be interpreted as a guarantee of "quality."

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[1]A. Harvey Belitsky, Private Vocational Schools and Their Students (Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1969), p. 25.

Recommendations:

A-1. *A directory of licensed postsecondary education institutions (degree- and nondegree-granting, public and independent) and their programs should be prepared annually (or periodically) by the State Postsecondary Education Commission. The purpose of the directory is to make available to the public a convenient compendium of the diversity in postsecondary educational offerings and to provide such information that will contribute to informed choice. Among the items that might be included are the following: location of institution or offerings; accreditation status; list of programs, length of time to complete, type of degree, total tuition/fees to complete program; admission requirements; eligibility for federal/state tuition assistance programs; instructional modes; last year's enrollment; job placement of graduates; and other pertinent information.* (State Postsecondary Education Commission)

A-2. *All licensed postsecondary education institutions should cooperate with the State Postsecondary Education Commission in its efforts to: (a) plan the format of the directory and (b) collect the necessary information on a timely basis.* (Institutions)

B. QUALITY Quality should be the aim of the varied aspects of postsecondary education. Since the definition of quality may vary among programs, ways should be developed to enable assessment in terms appropriate to the educational endeavor.

One of our major tasks was to examine the adequacy of present licensing statutes and regulations and their enforcement by government agencies, the Department of Education and the Department of Regulatory Agencies. We considered this to be the key to maintaining quality in degree- and nondegree-granting institutions.

A relatively recent phenomenon is the offering of instruction by out-of-state degree-granting institutions. This circumstance is also found in many other states, and the regional accreditation commissions have developed policies regarding this. The Accrediting Commission for Senior Colleges and Universities of the Western Association

of Schools and Colleges in June 1978 adopted a policy entitled, "Off-Campus Programs and Degree or Non-Degree Credit Courses." A few excerpts are given below:

> The Commission regards off-campus educational programs and courses for degree credit as integral parts of the institution. They are to be extensions of the institution's educational services, within the institution's overall mission and purposes.
>
> The Commission expects that . . . the quality of off-campus programs and courses in terms of resource materials, faculty, level of instruction, adequacy of evaluation, and student services will meet the standards of quality which the institution sets for on-campus programs and courses. . .
>
> Because the Senior Commission of WASC accredits institutions, the evaluation of off-campus programs and courses for degree credit will be part of the evaluation of the institution as a whole. However, under certain circumstances--when new programs are being planned or serious questions have been raised about existing programs--off-campus programs may be examined separately.

This policy on off-campus review is more demanding than that of some national accrediting agencies and reflects the desire of the Western Association of Schools and Colleges to maintain quality in off-campus programs and courses for degree credit. This is reassuring because Hawaii's licensing statute requires accreditation "by at least one nationally recognized accrediting agency or association listed by the United States Commissioner of Education." (Act 158, Session Laws of Hawaii 1977)

An extremely valuable source of information on licensing laws and regulations regarding degree- and nondegree-granting institutions is the American Institutes for Research (Palo Alto) that recently completed a comprehensive, state-by-state, study.[2] That analysis supported our conclusion that in Hawaii licensing statutes and regulations for private nondegree-granting institutions are comprehensive while those for degree-granting institutions are minimal. The requirement for accreditation is therefore significant.

As a complement to our examination of licensing statutes and regulations, we also gathered information on consumer complaints regarding postsecondary education. Some complaints have been investigated by the Office of Consumer Protection, (especially for unlicensed schools) and by the Department of Education, but the Department of Regulatory Agencies reported

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[2]Steven M. Jung, et al, Final Technical Report: A Study of State Oversight in Postsecondary Education (Palo Alto: American Institutes for Research, December 3, 1977).

that only one or two complaints have been made over the years. In view of the nature of complaints and their frequency, we have concluded, despite the less than adequate staff resources that enforce licensing requirements, that the quality of postsecondary education has not been in jeopardy. There are, however, a number of ways in which present practices can be improved.

Recommendations:

B-1. *No further regulation of degree- and nondegree-granting institutions of postsecondary education through additional legislation is recommended at this time.*

B-2. *Licensing agencies should have a periodic updating of their rules and regulations and should promote the participation of the public and the institutions directly affected.* (Department of Education and Department of Regulatory Agencies)

B-3. *The agency which licenses the agents of correspondence schools is urged to consider the accreditation status of these schools.* (Department of Education)

B-4. *The agency which licenses degree-granting institutions is urged to keep informed of program changes and enrollments as part of the requirements for license renewal rather than relying solely on the institution's accreditation status.* (Department of Regulatory Agencies)

B-5. *The agency which licenses trade, technical and vocational schools is urged to develop a plan for reviewing institutions, on a periodic basis, by considering such factors as: the cost effectiveness of their programs, standards of instruction appropriate to the educational endeavor and attainment of institutional objectives.* (Department of Education)

B-6. *The licensing agencies and the VA approval units are urged to establish working relationships that promote a greater sharing of information especially in the area of program evaluation.* (Department of Education, Department of Regulatory Agencies, Department of Labor, State Postsecondary Education Commission)

B-7. *Regulatory boards in updating their "standards for prelicensing educational requirements" are urged to seek input from vocational schools affected by such standards.* (Department of Regulatory Agencies)

B-8. *Agencies that handle consumer complaints regarding postsecondary education are urged to work together to develop recommendations, as necessary, to promote consumer protection and should specifically consider the nature of unlicensed schools operating in the State.*[3] (Department of Education, Department of Regulatory Agencies, Office of Consumer Protection, State Postsecondary Education Commission)

C. ACCESS The State of Hawaii should continue its efforts to provide appropriate educational opportunities for all who are willing and able to benefit from postsecondary education. Educational opportunities should not be limited because of an individual's race, religion, sex, ethnic origin, socio-economic status, age, or geographic location, per se.

The 1977 Master Plan identified several barriers to access ("isolation," "academic deficiency," "financial" and "transportation") and included recommendations to minimize such barriers. In studying the institutions included in the 1978 Update, we identified manifestations of these barriers in three problem areas: (1) the financial need of students, (2) rigid policies or practices which discourage transfer and (3) limited educational opportunities for military personnel.

Financial Need

A few trade, technical and vocational schools have financial aid programs, particularly those which are accredited and thus are eligible for federal student aid programs.[4] A number of institutions specifically mentioned the need for financial assistance especially in the form of tuition grants and/or loans for their students. Unfortunately we do not have data on the number of students who were denied access because of financial need. We do know that students in some institutions are paying for their tuition on an installment plan.

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[3]A recent publication of the American Institutes for Research may be useful in coordinating consumer protection efforts: Steven M. Jung, et al, System for Collecting, Analyzing, and Sharing Information on Institutional Consumer Protection Practices: Regulatory User Guide (September 20, 1976).

The Senior Commission of the Western Association of Schools and Colleges indicated that "promoting consumer protection and controlling unlicensed schools operating in Hawaii will be one of your most important--and biggest--tasks." (Letter to Advisory Committee, August 18, 1978)

[4]We do not have data on the number of students who are receiving VA educational benefits, Social Security benefits or federal grants and loans supervised by the U.S. Office of Education.

Recommendation:

C-1. Trade, technical and vocational schools should strive to develop financial aid programs by seeking assistance from alumni and other private sources. (Institutions)

Transfer Policies and Practices

In some trade, technical and vocational schools, access is limited for transfer students. Some schools tend not to accept transfers because of financial reasons and because there are difficulties in accepting students in mid-stream. This type of policy or practice limits access.

Recommendation:

C-2. Trade, technical and vocational schools should strive to develop policies and practices that make it easier for transfer students to be admitted if they meet admission requirements. (Institutions)

Military Personnel

We found that access to postsecondary education for military personnel was enhanced by out-of-state degree-granting institutions. Many of them were operating chiefly, if not solely, on military bases on Oahu and some had class schedules which were especially convenient for military personnel and working adults. In some instances, however, programs were similar to those being offered by in-state public and independent institutions of higher education.

At a meeting of education officers in the military, there was consensus that "out-of-state degree-granting institutions are offering instruction on military bases because local institutions have not been responsive to the needs of military personnel."[5] There was also general agreement that it is difficult to identify the particular office within the University of Hawaii that should be contacted to discuss the needs of military personnel for off-campus instruction and for instructional modes that enable their enrollment in and completion of programs. At the present time, for example, "off-duty education and training opportunities in technical and occupational programs are

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[5]Meeting was called by the executive director of the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges, to discuss various proposed policies (Honolulu, April 21, 1978).

practically nonexistent on Hickam Air Force Base, Pearl Harbor and Fort Shafter. . . . Education services officers at these three locations agree that opportunities in this area of post-secondary education can be improved for the military through a coordinated effort involving the three military education centers, the College of Continuing Education at Manoa, and the community colleges."[6] In another letter by the assistant for education services, the following statement is made: "Only through the use of local schools, where available, complemented, as necessary, by other postsecondary institutions can the fullest opportunity and resources be provided military personnel at minimum cost."[7]

A recent publication of the Education Commission of the States aptly describes the situation:

> One major challenge for postsecondary education today is to extend access and choice to a variety of clienteles that previously have had little involvement with higher learning. One clientele of growing importance is the large number of military personnel in the all-volunteer armed forces who are enrolling voluntarily in educational programs provided by civilian institutions. Compounding the problems of delivering educational services, a high proportion of these people are in the service for only a short time, during which they are highly mobile and usually residing outside of their home state. Their needs and their impact on institutions are becoming a major issue in postsecondary education and in the armed forces, but neither of these communities can solve the issue alone.
>
> . . .
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> Educational opportunities for military personnel depend on close cooperation among diverse agencies within the military, state and federal government, and post-secondary education. . . .[8]

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[6]Written testimony of education services officer, Hickam Air Force Base (June 15, 1978).

[7]Letter to Advisory Committee (June 27, 1978).

[8]Education Commission of the States, Final Report and Recommendations: Task Force on State, Institutional and Federal Responsibilities in Providing Postsecondary Educational Opportunity to Service Personnel (Denver, Colorado: The Commission, January 1977), p. 1.

Recommendations:

C-3. *The University of Hawaii should designate a specific office to coordinate all requests for off-campus offerings.*[8a] (University of Hawaii)

C-4. *The State Postsecondary Education Commission should form the inter-institutional liaison committee composed of public and independent institutions of higher education as soon as possible, as recommended in the 1977 Master Plan (Rec. E-1). This committee should also meet with education services officers annually, if not periodically, to discuss the educational needs of military personnel and to formulate plans to meet those needs. In developing such plans, consideration should also be given to the programs of out-of-state degree-granting institutions.* (State Postsecondary Education Commission, public and independent institutions of higher education, education services officers)

D. FINANCING The State of Hawaii needs to provide adequate financing for the postsecondary education program in order for it to achieve its goals of diversity, quality and access.

Public Policy

Several institutions, particularly trade, technical and vocational schools, mentioned the high cost of operating their programs. Some felt that it was difficult to compete with the community colleges which have low tuition. A number of institutions indicated that they were planning tuition increases in fall 1978; others specifically defined as one of their problems the need for tuition grants and loans for their students. At the present time, the Hawaii Constitution prohibits financial aid to private institutions.

We did not undertake a study of state aid to "proprietary" schools, but our research on this segment of postsecondary education revealed the following:

1. Nationally, "most proprietary vocational school students receive some kind of government financial assistance. About two-thirds of trade and technical school enrollees receive aid, almost all either through guaranteed student loans or veterans'

[8a]The designation should be publicized by the State Postsecondary Education Commission so as to inform the postsecondary education community.

benefits. . . . Other vocational school students, including enrollees at business, cosmetology, flight and hospital schools show a somewhat different pattern. Slightly more than half the students receive government aid, but in addition to VA benefits and guaranteed student loans, aid comes from the College Work Study Program, Manpower Development and Training Act programs, National Defense Student Loans, state aid and other sources."[9]

2. There are 20 states which recognize proprietary school students in their financial assistance program.[10] An advisory committee in Ohio recommended that the state's instructional grants "be made available to full-time students enrolled in degree programs within accredited proprietary institutions authorized to award the associate degree by the Board of School and College Registration."[11]

In the 1977 Master Plan, a recommendation was made that the State Postsecondary Education Commission undertake a study to aid in Hawaii's development of public policy regarding the financing of postsecondary education, including a consideration of tuition and financial aid (Rec. D-4).

Recommendation:

D-1. The State Postsecondary Education Commission should consider the needs of students in private trade, technical and vocational schools in its study of the financing of postsecondary education in Hawaii. (State Postsecondary Education Commission)

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[9]U.S. Bureau of Consumer Protection, Proprietary Vocational and Home Study Schools; Final Report to the Federal Trade Commission and Proposed Trade Regulation Rule (16 CFR Part 438) (Washington, D. C.: U.S. Government Printing Office, 1976), pp. 34-35.

[10]Ohio, Board of Regents, Recommendations by the Chancellor's Advisory Committee on Proprietary Education (April 1977), p. 22.

[11]Ibid., p. 6.

DOE Refund Policy

Rule 46.74 which details the tuition refund policy for licensed trade, technical and vocational schools needs to be clarified, and a request for assistance was recently sent to the Attorney General by the Department of Education.

An administrator of a private vocational school expressed concern regarding the refund policy which places vocational schools at a disadvantage (compared to public institutions). He felt that there should be some flexibility in administering the policy.

Recommendation:

D-2. *The Department of Education is urged to evaluate Rule 46.74, regarding the tuition refund policy and to consider the feasibility of administering this policy with some degree of flexibility.* (Department of Education)

Financing State Licensing

The licensing function in the Department of Education is a part-time responsibility of one professional and one clerical position. This is also true in the Department of Regulatory Agencies.

We found the workload of the administrator of the DOE's accreditation and licensing section to be especially heavy because of the number of trade, technical and vocational schools which were licensed, the annual requirements for license renewals and the follow-up of consumer complaints. School visits were extremely few in number.

Recommendation:

D-3. *The licensing of private trade, technical and vocational schools and of agents for correspondence schools should be the full-time responsibility of at least one professional position, and adequate funds should be appropriated for this purpose.* (Department of Education, Governor and Legislature)

E. COORDINATION The very diversity and comprehensiveness of an effective postsecondary education program require that there be coordination of educational resources so as to increase program effectiveness and improve services within the context of financial responsibility.

Need for Coordination

We found the need for greater coordination among the following groups:

1. The Department of Education and the Department of Regulatory Agencies, the two licensing agencies, have relatively little contact with each other. In some instances, the VA approval agency contacts both departments. Some of the requirements for VA approval are closely related to licensing requirements of the Department of Education.

2. Several private trade, technical and vocational schools mentioned the duplication of their offerings in the community colleges. A similar sentiment might also be shared by the community colleges.

At the present time, the Department of Regulatory Agencies licenses private degree-granting institutions. This function is somewhat different from the Department's responsibility for the licensing of individuals for various professional and vocational pursuits. The Department of Education presently concentrates on education from kindergarten through grade 12 and on adult education. The State Approving Agency for Veteran Training is under the State Postsecondary Education Commission.

We believe that the centralization of responsibility for licensing/approval functions would have several advantages: (1) greater sharing of information, especially related to program evaluation, would take place; (2) requests for information from government agencies would be coordinated and duplication would hopefully be minimized.

Recommendations:

E-1. The licensing of private degree- and nondegree-granting institutions of postsecondary education should be centralized in one agency. (Governor, Legislature)

E-2. *The State Postsecondary Education Commission should establish a standing committee on trade, technical and vocational education, composed of representatives of public and private institutions and of the public, to serve as a clearinghouse for information and to foster discussion of mutual problems. The committee should be encouraged to develop greater understanding of the appropriate roles of public and private institutions.* (State Postsecondary Education Commission, institutions)

State Postsecondary Education Commission

In our study of postsecondary education institutions, we found a need for coordination of public and private efforts. We agree with the Steering Committee that developed the 1977 Master Plan: "there is a need for the State Postsecondary Education Commission to assist public and independent institutions to work together on policy issues and to share information useful to their planning. Such a role can be assumed with a minimum of staff and without developing another bureaucratic layer. Much of the success of the Commission will depend on the voluntary and cooperative participation of the institutions of postsecondary education."[12]

We found, despite our lack of legal authority, that institutions were pleased to have "someone to talk to" about their problems. At the present time, dialogue between private trade, technical and vocational schools and the community colleges--both of which share some common purposes--is almost nonexistent. The private schools have no organization, and we are not certain that they want one. Under such circumstances, there is a need for some agency to bring together, periodically, the institutions of postsecondary education--to share information, to work on common problems, to develop appreciation of each other's roles, to share in the responsibility for striving to achieve the goals of postsecondary education. The State Postsecondary Education Commission appears to be the logical agency.

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[12]Steering Committee on the Master Plan, A Master Plan for Postsecondary Education in Hawaii 1977-1982 (Honolulu: State Postsecondary Education Commission, September 1977), p. iii.

We have designated the State Postsecondary Education Commission as the agency responsible for implementing several of our recommendations. We believe that the Commission has a significant role to play in helping the State achieve the five objectives of postsecondary education, particularly coordination.

Recommendation:

E-3. *The State Postsecondary Education Commission should continue to coordinate the efforts of degree- and non-degree-granting institutions, public and private. In order to enhance the effectiveness of the Commission, an analysis should be made of its composition. The State Postsecondary Education Commission should suggest legislation, as necessary, to implement its conclusions.* (State Postsecondary Education Commission, Governor, Legislature)

APPENDIX A

MEMBERS OF THE STATE POSTSECONDARY EDUCATION COMMISSION
STATE OF HAWAII

Chairperson: Robin F. Loomis

Vice Chairperson: Carl A. Carlson, Jr.

Anna Chung
Albert M. Felix
Wallace S. Fujiyama
George J. Fukunaga
Scott Leithead
Harriet K. Mizuguchi
Bradley Mossman
Ruth Oshiro
Ambrose Rosehill
Kiyoshi Sasaki
Tom T. Shibano
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Secretary to the Commission

Mary Isa
Educational Specialist

MEMBERS OF THE ADVISORY COMMITTEE ON THE 1978 UPDATE

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William Foster
William Kea
Mrs. Winona Rubin
Samson Shigetomi

Researcher: Mrs. Mildred D. Kosaki

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Department of Education, Accreditation and Licensing Section	Mrs. Marjorie Lau, Administrator
Department of Labor and Industrial Relations, Apprenticeship Division	Toshio Hagiwara, Administrator
Department of Regulatory Agencies, Professional and Vocational Licensing	Richard Okaji, Licensing Administrator Morris Comer, Executive Secretary
Office of Consumer Protection	Walter Yamashiro, Director Mitsuo Takayama, Chief Investigator
State Postsecondary Education Commission	Fred Yamamoto, Coordinator for Veterans Education and Training, VA
U. S. Air Force, Hickam Air Force Base	Edwin C. Peterson, Chief, Education Division Harold Oshiro, Educational Services Officer
Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities	Kay Andersen, Executive Director

PERSONNEL IN POSTSECONDARY EDUCATION INSTITUTIONS WHO MET WITH THE ADVISORY COMMITTEE

Degree-Granting Institutions

Center for Degree Studies and Marywood College (and International Correspondence Schools)	Don Lubitz
Central Michigan University	Christ Zivalich

Pacific Christian College	James R. Mitchell (written testimony)
University of Northern Colorado	Jeanne Michael

Nondegree-Granting Institutions

Bartender Training Institute	William Auwae
Fashion Institute	Tsuru Higa
Honolulu Barber School	Margaret Williams
Travel Institute of the Pacific	James Hughes
Trendsetters Beauty College	Martin Jaffe

APPENDIX B

FACT SHEETS

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Correspondence Schools	B-3
Private Trade, Vocational or Technical School	B-6

State Postsecondary Education Commission

FACT SHEET: FALL 1977
Collegiate Institutions

1. Name of School _____ Telephone _____

   Address _____
   street city zip code

   Chief administrative officer _____

2. First year that your institution offered instruction in Hawaii: _____

3. Institution accredited by: _____
   National Agency

4. Admission requirements; please check all that are applicable:

   _____1. entrance examination

   _____2. other; please specify: _____

5. Nature of Staff

   Total _____
   Administrative _____; full-time _____
   Instructional _____; full-time _____
   Other _____; full-time _____

6. Enrollment and Graduate Data

Program	Fall 1972 Students enrolled Total	Fall 1972 Students enrolled Full-Time	Fall 1977 Students enrolled Total	Fall 1977 Students enrolled Full-Time	GRADUATES 1971-72	GRADUATES 1976-77

7. Program Data: Fall 1977

Program	Total Credits to Complete Program	Cost per Credit	Degree or Certificate

8. Registration fee: _____

9. What portion of your income is covered by student tuition and fees? _____%

10. Locations at which instruction is offered in Hawaii:_____

_____

11. What plans do you have for any significant change?

12. What problems concerning your area of postsecondary education should the State Postsecondary Education Commission consider?

13. Would you like to discuss these problems with the advisory committee working on the 1978 Update to the Master Plan for Postsecondary Education in Hawaii?

_____yes _____no

_____

Respondent

State Postsecondary Education Commission

FACT SHEET
Correspondence Schools

1. Name of School_____Telephone_____

   Address_____
   street city zip code

   Administrative officer in Hawaii_____

   Administrative officer on Mainland_____

2. Which of the following best describes the type of agency which operates this school:

   _____1. public
   _____2. private proprietary
   _____3. independent nonprofit
   _____4. affiliated with a religious group

3. Institution accredited by:_____
   National Agency

4. First year that your institution offered instruction in Hawaii:_____

5. Indicate requirements for admission to your school: (check all that are applicable)

   _____1. require a high school diploma
   _____2. accept either high school diploma or GED certificate
   _____3. require a minimum age; if so, what is the minimum age?_____
   _____4. require an acceptable score on an admissions test
   _____5. require an admissions test but scores used for counseling (not admissions)
   _____6. other; please specify_____

6. Nature of Staff in Hawaii:

   Total_____
   Administrative:_____; full-time:_____
   Sales Personnel:_____; full-time:_____
   Other:_____; full-time:_____

7. What degrees, diplomas or certificates (evidence of program completion) do you offer? _____

   _____

   _____

8. What plans are there for the further development of your program in Hawaii?

9. Programs and Enrollments. Please provide us with data on Hawaii students who are enrolled and who completed various programs.

LINE NO.	FOR U.S.O.E. USE ONLY	VOCATIONAL PROGRAM OR FIELD OF TRAINING (1)	TOTAL NUMBER OF REQUIRED RESPONSES (lessons, tests, etc.) (2)	AVERAGE NUMBER OF MONTHS TO COMPLETE PROGRAM (3)	AVERAGE NUMBER OF HOURS TO COMPLETE PROGRAM (4)	IF RESIDENTIAL REQUIREMENTS, NUMBER OF HOURS REQUIRED (5)	TOTAL REQUIRED TUITION AND FEES (6)	FOR PERIOD 1971-72 (If another 12-month period is used, indicate below)		FOR PERIOD 1976-77 (If another 12-month period is used, indicate below)	
								NUMBER OF STUDENTS EVER ENROLLED IN YEAR (7)	NUMBER OF STUDENTS COMPLETING PROGRAM (8)	NUMBER OF STUDENTS EVER ENROLLED IN YEAR (9)	NUMBER OF STUDENTS COMPLETING PROGRAM (10)
	Example	Truck Driving	50	15	1,350	40	$1,000	400	50	250	37
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14							TOTAL				

2

B-4

State Postsecondary Education Commission

FACT SHEET: Fall 1977
Private Trade, Vocational or Technical School

1. Name of School_____Telephone_____

   Address_____
   street city zip code

   Principal or Director_____

2. Year founded:_____

3. Ownership of institution (check one):

   _____1. single
   _____2. partnership
   _____3. corporation

4. Accredited by:_____
   National Agency

5. Eligible for: (check if applicable)

   _____1. Veterans Administration training
   _____2. Federal Insurance Student Loan program
   _____3. other, please specify:_____

6. Is a high school diploma required for student admissions?

   _____1. yes
   _____2. no

7. Is financial aid available?

   _____1. yes; no. of students receiving such aid:_____
   _____2. no

8. Is a job placement service offered?

   _____1. yes; number of placements made in 1976-77:_____
   _____2. no

9a. Do you secure follow-up information on your graduates' progress in employment?

   _____1. yes; give date of last follow-up survey:_____
   _____2. no

9b. Are students given an opportunity to evaluate their training experience in your school?

   _____1. yes; please describe:_____
   _____2. no

10. What problems concerning your area of postsecondary education should the State Postsecondary Education Commission consider?

11. Would you like to discuss these problems with the advisory committee working on the 1978 Update to the Master Plan for Postsecondary Education in Hawaii?

_____yes _____no

_____

Respondent

10. Nature of staff: Fall 1977

Total:_____
Administrative:_____; Full-time:_____
Instructional:_____; Full-time:_____
Other:_____; Full-time:_____

11. What degrees or certificates do you offer?_____

12. Student Data: 1971-72

Program or Training Objective	Students enrolled Total	Full-Time	Number of Graduates	No. of Graduates Employed in Training Related Jobs

13. Student Data: 1976-77

Program or Training Objective	Students enrolled Total	Full-Time	Number of Graduates	No. of Graduates Employed in Training Related Jobs

14. Program Data: Fall 1977

Program or Training Objective	Months to Complete*	Tuition	Capacity for Full-Time Students

*based on full-time student.

15. What is your registration fee?_____

16. What portion of your income is covered by student tuition and fees?_____%

17. What plans do you have for any significant change in your school?

18. What problems concerning your area of postsecondary education should the State Postsecondary Education Commission consider?

19. Would you like to discuss these problems with the advisory committee working on the 1978 Update to the Master Plan for Postsecondary Education in Hawaii?

_____yes _____no

_____
Respondent

APPENDIX C

RESPONSES OF DEGREE-GRANTING INSTITUTIONS

Note: "Chief Administrative Officer" refers to the individual in Hawaii who serves as the contact or local representative of the out-of-state institution.

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Center for Degree Studies	C-1
Central Michigan University	C-2
Marywood College Center for Off-Campus Degree Studies	C-3
Pacific Christian College - Hawaii Center	C-4
University of LaVerne	C-5
University of Northern Colorado	C-6
University of Oklahoma	C-7

FACT SHEET: FALL 1977
Collegiate Institutions

1. **Name of School:** *Center for Degree Studies*
   Address: *2679 Peter Street, Honolulu, Hawaii 96816*
   Chief Administrative Officer: *Mr. Donald A. Lubitz*

2. **First year instruction offered in Hawaii:** *1975*

3. **Accredited by:** *Middle States Association of Colleges and Schools*

4. **Admission Requirements:** *High school graduate or GED certificate*

5. **Staffing:** Total, *2* (full-time); *2* administrative, instructional, other.

6. **Enrollment and Graduate Data:**

Program	Fall 1972 Students enrolled		Fall 1977 Students enrolled		GRADUATES	
	Total	Full-Time	Total	Full-Time	1971-72	1976-77
Business Management	*0*		*36*			
Accounting	*0*		*38*			
Mechanical Engineering	*0*		*5*			
Civil Engineering	*0*		*6*			
Electrical Engineering	*0*		*10*			
Chemical Engineering	*0*		*1*			
Electronics Technician	*0*		*3*			

7. **Program Data:** Fall 1977

Program	Total Credits to Complete Program	Cost per Credit	Total Cost to Complete Program	Degree or Certificate
Business Management	*66*	*$45*	*$2,970*	*Associate (ASB)*
Accounting	*63*	*$45*	*$2,835*	*Associate (ASB)*
Chemical Engineering	*65*	*$45*	*$2,925*	*Associate (AST)*
Civil Engineering	*64*	*$45*	*$2,880*	*Associate (AST)*
Electrical Engineering	*66*	*$45*	*$2,970*	*Associate (AST)*
Mechanical Engineering	*65*	*$45*	*$2,925*	*Associate (AST)*
Mechanical Drafting and Design	*62*	*$45*	*$2,790*	*Associate (AST)*
Electronics	*67*	*$45*	*$3,015*	*Associate (AST)*

8. **Registration fee:** *$100 first semester, $50 each subsequent semester.*

9. **Locations at which instruction is offered:**

   Guided independent study program

10. **Plans for significant change:** *"We hope to offer the BS degree in the near future, and ultimately . . . the Masters program. The Masters programs may be in cooperation with an existing resident institution. Other degree programs might include diesel mechanics, interior decoration and design, hotel-motel management, occupational safety and health, engineering management, public administration or other job related career degree programs. We presently offer special programs that prepare students for national certification examinations such as a Purchasing Manager Certification program we have with the National Association of Purchasing Managers. This will be expanded."*

FACT SHEET: FALL 1977
Collegiate Institutions

1. Name of School: *Central Michigan University*
   Address: *Mt. Pleasant, Michigan 48859*
   Chief Administrative Officer: *Mr. Christ Zivalich*

2. First year instruction offered in Hawaii: *1973*

3. Accredited by: *North Central Association of Colleges and Schools*

4. Admission Requirements: *Undergraduate: high school diploma*
   Graduate: Bachelor's degree from accredited college or university

5. Staffing: Total, (*8* full-time); *1* administrative, instructional, *7* other.
   Note: Instructional staff are adjunct.

6. Enrollment and Graduate Data:

Program	Fall 1972 Students enrolled		Fall 1977 Students enrolled		GRADUATES	
	Total	Full-Time	Total	Full-Time	1971-72	1976-77
Bachelor of Science	*13*		*10*		*0*	*34*
Master of Arts	*260*		*484*		*0*	*348*

7. Program Data: Fall 1977

Program	Total Credits to Complete Program	Cost per Credit	Total Cost to Complete Program	Degree or Certificate
Management & Supv.	*124*	*$60*	*$7,440*	*B.A., B.S.*
Community Development	*124*	*$60*	*$7,440*	*B.A., B.S.*
Liberal Studies	*124*	*$60*	*$7,440*	*B.A., B.S.*
Management & Supv.	*30*	*$76*	*$2,280*	*M.A.*
Community Leadership	*30*	*$76*	*$2,280*	*M.A.*
Education	*30*	*$76*	*$2,280*	*M.A.*

8. Registration fee: *-0-*

9. Locations at which instruction is offered: *Schofield Barracks, Tripler Army Hospital, Camp Smith, Hickam AFB, Kalihi Palama.*

10. Plans for significant change:

"The undergraduate program, which is offered under contract with the University of Hawaii Research Corporation, will be discontinued as of June 30, 1978."

FACT SHEET: FALL 1977
Collegiate Institutions

1. Name of School: *Marywood College Center for Off-Campus Degree Studies*
   Address: *2679 Peter Street, Honolulu, Hawaii 96816*
   Chief Administrative Officer: *Mr. Donald A. Lubitz*

2. First year instruction offered in Hawaii: *1977*

3. Accredited by: *Middle States Association of Colleges and Schools*

4. Admission Requirements: *High school graduate or GED certificate*

5. Staffing: Total, *2* (full-time); *2* administrative, instructional, other.

6. Enrollment and Graduate Data:

Program	Fall 1972 Students enrolled		Fall 1977 Students enrolled		GRADUATES	
	Total	Full-Time	Total	Full-Time	1971-72	1976-77
Accounting	*0*		*1*			

7. Program Data: Fall 1977

Program	Total Credits to Complete Program	Cost per Credit	Total Cost to Complete Program	Degree or Certificate
Business Administration	*126*	*$53*	*$6,678*	*Bachelor of Science*
Accounting	*126*	*$53*	*$6,678*	*Bachelor of Science*

8. Registration fee: *$10*

9. Locations at which instruction is offered:

   Guided independent study program.

10. Plans for significant change: *"We hope to offer the Masters program in the future. While this program will continue to be available to our state citizens and military, it is anticipated that a similar but much more extensive Chaminade University of Honolulu program for 'isolated learners' will be available in the near future. This latter program will be more extensively promoted and the special resident sessions will be offered on the neighbor islands as well as on Oahu. When and if the Chaminade program becomes available . . . we will encourage most local residents to seek the local degree."*

FACT SHEET: FALL 1977
Collegiate Institutions

1. Name of School: *Pacific Christian College - Hawaii Center*
   Address: *P. O. Box 6055, Honolulu, Hawaii 96818*
   Chief Administrative Officer: *Mr. James R. Mitchell, Director*

2. First year instruction offered in Hawaii: *1977*

3. Accredited by: *Western Association of Schools and Colleges*

4. Admission Requirements: *Open door policy for Associate degree. Bachelor's: personal references, previous grades and current performance.*

5. Staffing: Total, *10* (*0* full-time); *2* administrative, *8* instructional, other.

6. Enrollment and Graduate Data:

Program	Fall 1972 Students enrolled		Fall 1977 Students enrolled		GRADUATES	
	Total	Full-Time	Total	Full-Time	1971-72	1976-77
Total	*N/A*		*23*	*17*	*N/A*	*N/A*

7. Program Data: Fall 1977

Program	Total Credits to Complete Program	Cost per Credit	Total Cost to Complete Program	Degree or Certificate
Management	*120*	*$45*	*$5,400*	*B.S.*
Social Sciences	*120*	*$45*	*$5,400*	*B.S.*
Psychology	*120*	*$45*	*$5,400*	*B.S.*
Early Childhood Ed.	*60*	*$45*	*$2,700*	*A.A.*
Christian Education	*120*	*$35*	*$4,200*	*B.A.*
Humanities/Bible	*required in all programs*	*$45*	*45*	--

8. Registration fee: *$15.00*

9. Locations at which instruction is offered: *Hawaii Center is located at 3375 Salt Lake Blvd. and occasionally at local churches.*

10. Plans for significant change:

"More courses to be offered at local churches in Honolulu if requirements are met and if Churches request our services in their Religious Education Programs."

FACT SHEET: FALL 1977
Collegiate Institutions

1. Name of School: *University of LaVerne-Hawaii Professional Development Center*
   Address: *2357 Aina Lani Street, Honolulu, Hawaii 96822*
   Chief Administrative Officer: *Ms. Iris L. Chang*

2. First year instruction offered in Hawaii: *1972*

3. Accredited by: *Western Association of Schools and Colleges*

4. Admission Requirements: *3.0 grade point average (or 400 raw score on verbal section of GRE) and personal references*

5. Staffing: Total, *7* (*0* full-time); *1* administrative, *6* instructional, other.

6. Enrollment and Graduate Data:

Program	Fall 1972 Students enrolled		Fall 1977 Students enrolled		GRADUATES	
	Total	Full-Time	Total	Full-Time	1971-72	1976-77
Schools Without Failure	*24*	--	*4*	--	*0*	*12*
School Counseling	--	--	*19*	--	--	--
Inservice Courses	*15*	--	--	--		

7. Program Data: Fall 1977

Program	Total Credits to Complete Program	Cost per Credit	Total Cost to Complete Program	Degree or Certificate
School Counseling	*32*	*$75*	*$2,400*	*M.S.*
Schools Without Failure	*32*	*$75*	*$2,400*	*M.Ed.*
Inservice Courses -	*Cost depends on nature of course and can range from $23*			
	per credit to ?			

8. Registration fee: *Varies - $20 application fee for Master's Program. No registration fee for individual courses.*

9. Locations at which instruction is offered:

   Honolulu, Hilo, Kahului, Lihue

10. Plans for significant change:

    "I hope to increase the number of course offerings and programs in Hawaii."

FACT SHEET: FALL 1977
Collegiate Institutions

1. Name of School: *University of Northern Colorado*
   Address: *Greeley, Colorado 80639*
   Chief Administrative Officer: *Ms. Jeanne Michael*

2. First year instruction offered in Hawaii: *1973*

3. Accredited by: *North Central Association of Colleges & Secondary Schools*

4. Admission Requirements: *Baccalaureate degree from an accredited institution*

5. Staffing: Total, (full-time); administrative, instructional, other.

6. Enrollment and Graduate Data:

Program	Fall 1972 Students enrolled		Fall 1977 Students enrolled		GRADUATES	
	Total	Full-Time	Total	Full-Time	1971-72	1976-77
MA in Psychology, Counseling & Guidance	*NA*	*NA*	*39**	*39*	*NA*	*29*

7. Program Data: Fall 1977

Program	Total Credits to Complete Program	Cost per Credit	Total Cost to Complete Program	Degree or Certificate
MA in Psychology, Counseling & Guidance	*48 qtr. cr.*	*$68*	*$3,264*	*Master of Arts*

8. Registration fee: *$10.00*

9. Locations at which instruction is offered:

   Kaneohe Marine Corps Air Station

10. Plans for significant change:

    None

**We have one class a month and complete that class within the month (28 day cycle period), therefore I have given you enrollment figures for September 1977 class.*

FACT SHEET: FALL 1977
Collegiate Institutions

1. Name of School: *University of Oklahoma-Advanced Program Hi/Pacific*
   Address: *1700 Asp Ave., Norman, Oklahoma 73037*
   Chief Administrative Officer: *Col. B. H. Watson (Ret.)*

2. First year instruction offered in Hawaii: *1975*

3. Accredited by: *North Central Association of Colleges and Secondary Schools*

4. Admission Requirements: *MBA/Mgmt Graduate Management Admission Test; GPA 2.75 Probation, 3.0 Full Admission*

5. Staffing: Total, (full-time); *2* administrative, instructional, other.

6. Enrollment and Graduate Data:

Program	Fall 1972 Students enrolled		Fall 1977 Students enrolled		GRADUATES	
	Total	Full-Time	Total	Full-Time	1971-72	1976-77
Management	*0*	*0*	*20*	*0*	*0*	*3*
Public Administration	*0*	*0*	*46*	*0*	*0*	*9*
Business Administration	*0*	*0*	*43*	*0*	*0*	*0*
Economics	*0*	*0*	*8*	*0*	*0*	*0*

7. Program Data: Fall 1977

Program	Total Credits to Complete Program	Cost per Credit	Total Cost to Complete Program	Degree or Certificate
Management	*34*	*$70*	*$2,380*	*Management*
Public Administration	*36*	*$70*	*$2,520*	*MPA*
Business Adm.	*36-54*	*$70*	*$2,520-$3,780*	*MBA*
Economics	*32*	*$70*	*$2,240*	*Economics*

8. Registration fee: *$30.00*

9. Locations at which instruction is offered:

   Hickam Air Force Base

10. Plans for significant change:

    "Possible offering of Masters in Communications, Fall Trimester, 1 January 1979. Probable increase in tuition to $85.00."

APPENDIX D

RESPONSES OF CORRESPONDENCE SCHOOLS

Note: "Chief Administrative Officer" refers to the individual who completed the Fact Sheets.

	Page
Cleveland Institute of Electronics	D-1
International Correspondence School	D-2
LaSalle Extension University	D-3

FACT SHEET: FALL 1977
Correspondence Schools

1. **Name of School:** *Cleveland Institute of Electronics*
   Address: *1776 E. 17th, Cleveland, Ohio 44114*
   Administrative Officer in Hawaii: *Mr. Stan Young*

2. **Nature of institution:** *Private proprietary*

3. **Accredited by:** *National Home Study Council*

4. **First year instruction offered in Hawaii:** *?*

5. **Admission requirements:** *High school diploma or GED certificate; minimum age of 16 years.*

6. **Staffing:** Total, *2* (*2* full-time); *1* administrative, *1* sales, other.

7. **Degrees, diplomas or other certificates awarded:**

   Technical Certificate

8. **Programs and Enrollments:** 1976-77

Program	Number of Months to Complete	Total Required Tuition and Fees	Number of Students Enrolled	Number of Students Completing Program
Electronics	*36*	*$695-$2,095*	*70*	--

9. **Plans for further development in Hawaii:**

   None

FACT SHEET: FALL 1977
Correspondence Schools

1. **Name of School:** *International Correspondence School*
   Address: *2679 Peter Street, Honolulu, Hawaii 96816*
   Administrative Officer in Hawaii: *Mr. Donald A. Lubitz*

2. **Nature of institution:**

3. **Accredited by:** *National Home Study Council*

4. **First year instruction offered in Hawaii:** *approx. 1894*

5. **Admission requirements:** *8 years of formal schooling; some programs require high school graduation or GED certificate.*

6. **Staffing: Total,** *2* **(full-time); 2 administrative, instructional, other.**

7. **Degrees, diplomas or other certificates awarded:**

8. **Programs and Enrollments: 1976-77**

Program	Number of Months to Complete	Total Required Tuition and Fees	Number of Students Enrolled	Number of Students Completing Program
"We not only have our standard programs (catalog) but we create special programs for almost every union, company, etc. we serve in Hawaii. The normal unit is 10-15 hours of study time. Our Industrial programs have a registration of $85 at the start of the program, and $12.50 per unit of study. (some exceptions). An ICS unit is roughly 2/5 of a college credit, but this varies considerably within the units. If the program is paid for by an individual, the unit price is $14.50.				

9. **Plans for further development in Hawaii:**

"I see where these programs will take many forms in the future. Already, we have programs on cassette audio and video tape format as well as various forms of projection media. This summer, we will have a new form of maintenance programs designed for more general treatment of the subjects and in-house grading, etc. I also anticipate that there will be much more extensive utilization of our cooperative school plan by existing schools as they try to reach the needs of the non-traditional student, handicapped, exceptional student, and others that are not being adequately served today."

FACT SHEET: FALL 1977
Correspondence Schools

1 **Name of School:** *LaSalle Extension University*
Address: *417 S. Dearborn Street, Chicago, Illinois 60606*
Administrative Officer in Hawaii: *Mr. Leonard L. Ignacio*

2. **Nature of institution:** *Private proprietary*

3. **Accredited by:** *National Home Study Council*

4. **First year instruction offered in Hawaii:** *1912*

5. **Admission requirements:** *High school diploma; minimum age of 18 years*

6. **Staffing:** Total, *5* (*5* full-time); *1* administrative, *4* sales, other.

7. **Degrees, diplomas or other certificates awarded:** *Bachelor's Degree in Commerce & Social Studies; Associate in Business-Major in Business Management; Associate in Business-Major in Accounting; Associate in Business-Major in Banking & Finance.*

8. **Programs and Enrollments:** 1976-77

Program	Number of Months to Complete	Total Required Tuition and Fees	Number of Students Enrolled	Number of Students Completing Program
Accounting	*18*	*$795*	*178*	*80*
Business Management	*12*	*$695*	*125*	*70*
Food & Beverage Mgt.	*12*	*$795*	*55*	*35*
Hotel/Motel Mgt.	*12*	*$795*	*45*	*32*
Secretarial Training	*6*	*$595*	*25*	*14*

9. **Plans for further development in Hawaii:**

APPENDIX E

RESPONSES OF PRIVATE TRADE, VOCATIONAL OR TECHNICAL SCHOOLS

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*Aisen Shiatsu School, Inc.	E-1
*Artisan School of Interior Design	E-2
*Barbizon School of Hawaii	E-3
*Bartender Training Institute, Inc.	E-4
*Becker CPA Review Course	E-5
*Cannon's International Business College of Honolulu	E-6
*Electronics Institute	E-8
*Fashion Center	E-9
*Fashion Institute	E-10
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*John Robert Powers Modeling & Finishing School	E-21
*Mary Shern School of Real Estate	E-22
Maui Police Recruit Training Class	E-23
*Med-Assist School of Hawaii	E-24
*National Business Training School	E-25
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*Real Estate Schools of S/M	E-29
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*Stapleton School of Real Estate	E-31
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*Vitousek Real Estate Schools, Inc.	E-35
*Waikiki Realty Real Estate School	E-36

*Licensed by the Department of Education.

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Aisen Shiatsu School, Inc.*
   Address: *1314 S. King Street, #601, Honolulu, Hawaii 96814*
   Principal or Director: *Mr. Fumihiko Indei*

2. Year founded: *1977*
3. Ownership of institution: *Corporation*
4. Accredited by:
5. Eligible for:

6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *no*
9. Follow-up survey of graduates available: *no*
   Opportunity for students to evaluate training experience: *yes, questionnaire*

10. Staffing: Total, *3* (*3* full-time); *1* administrative, *2* instructional, other.

11. Degrees or certificates offered:

    Shiatsu Therapy

12. Student Data: 1976-77

Program	Students enrolled Total	Students enrolled Full-Time	Number of Graduates	Number of Graduates Employed in Training Related Jobs
Shiatsu Therapist	*17*	*17*	*17*	*0*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Shiatsu Therapist	*2½*	*$810*	*51*

*based on full-time student.

14. Registration fee: *$15.00*

15. Plans for significant change:

    None

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Artisan School of Interior Design*
   Address: *1402 Kapiolani Blvd, Suite 25, Honolulu, Hawaii 96814*
   Principal or Director: *Ms. Virginia Detweiler*

2. **Year founded:** *1973*
3. **Ownership of institution:** *Single*
4. **Accredited by:**
5. **Eligible for:**

6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *no*
9. **Follow-up survey of graduates available:** *no*
   Opportunity for students to evaluate training experience: *yes*

10. **Staffing: Total,** *1* **(full-time); administrative, instructional, other.**

11. **Degrees or certificates offered:**

    Certificates of Completion

12. **Student Data: 1976-77** *N/A*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Fundamental Principles of Interior Design	*3*	*$120*	*30*
Advanced Techniques of Interior Design	*3*	*$120*	*30*
Effective Home Furnishings Salesmanship	*2½*	*$175*	*30*
Decorating on a Budget	*1⅓*	*$60*	*30*
Business & Professional Practices in Design	*1*	*$50*	*30*

*based on full-time student

14. **Registration fee:** *$15.00 deductible*

15. **Plans for significant change:**
    "Expansion to include additional design instruction, i.e. drafting, package design, textile design, graphic design, etc."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Barbizon School of Hawaii*
   Address: *1600 Kapiolani Blvd, Suite 1230, Honolulu, Hawaii 96814*
   Principal or Director: *Ms. Dorothy Riede*

2. Year founded: *1971*
3. Ownership of institution: *Corporation*
4. Accredited by:
5. Fligible for: *Veterans Administration training*

6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *yes*
9. Follow-up survey of graduates available: *no*
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *21* (*6* full-time); *3* administrative, *8* instructional, *10* other.

11. Degrees or certificates offered:

    Major Modeling Diploma, Personal Improvement Diploma

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Major Modeling	*214*	*214*	*170*	*106*
Personal Improvement	*165*	*165*	*133*	--
Awareness Program	*27*	*27*	*26*	--

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Major Modeling	*6*	*$738.40*	*60 students/day*
Personal Improvement	*3½*	*$494.00*	
Self Awareness	*2*	*$272.22*	

*based on full-time student.

14. Registration fee: *$15.00*

15. Plans for significant change:

    "Projecting tuition increase as of August 1978."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Bartender Training Institute, Inc.*
   Address: *830 Ala Moana Blvd., Honolulu, Hawaii 96813*
   Principal or Director: *Mr. William Auwae, Jr.*

2. Year founded: *1962*
3. Ownership of institution: *Corporation*
4. Accredited by:
5. Eligible for:

6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *yes (46)*
9. Follow-up survey of graduates available: *no*
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *5* (*1* full-time); *1* administrative, *4* instructional, other.

11. Degrees or certificates offered:
    Certificate of Completion

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Bartenders	*180*	--	*156*	*46*
Cocktail Waitress	*14*	--	*14*	*14*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
	--		

*based on full-time student.

14. Registration fee: *$10.00*

15. Plans for significant change:

None

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Becker CPA Review Course*
   Address: *1387 Queen Emma Street, Honolulu, Hawaii 96813*
   Principal or Director: *Ms. Virginia S. H. Wong*

2. **Year founded:** *1973*
3. **Ownership of institution:** *Partnership*
4. **Accredited by:**
5. **Eligible for:** *Veterans Administration training*

6. **High school diploma required for admission:** *yes*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *no*
9. **Follow-up survey of graduates available:** *no*
   Opportunity for students to evaluate training experience: *no*

10. **Staffing:** Total, *8* (full-time); *3* administrative, *5* instructional, other.

11. **Degrees or certificates offered:** *Certificate of Free Continuing Help*
    Certificate of Satisfactory Completion

12. **Student Data:** 1976-77

Program	(Approximate) Students enrolled Total	Full-Time	Number of Graduates	Number of Graduates Employed in Training Related Jobs
CPA-Problems, Theory				
Auditing and Law	*300*	*270*	*280*	*information unavailable*

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
CPA-Problems, Theory			
Auditing and Law	*5*	*$550*	*?*

*based on full-time student.

14. **Registration fee:** *$15.00*

15. **Plans for significant change:** *None*

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Cannon's International Business College of Honolulu*
   Address: *33 South King Street, Honolulu, Hawaii 96813*
   Principal or Director: *Mrs. Evelyn Schemmel*

2. **Year founded:** *1917*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:** *Association of Independent Colleges and Schools*
5. **Eligible for:** *Veterans Administration training, Federal Insurance Student Loan program, NDSL, BEOG, SEOG*
6. **High school diploma required for admission:** *yes, for diploma and certificate programs*
7. **Financial aid available:** *yes (140)*
8. **Job placement service offered:** *yes (237)*
9. **Follow-up survey of graduates available:** *yes (10/28/77)*
   Opportunity for students to evaluate training experience: *yes, annual student survey*
10. **Staffing:** Total, *40* (*34* full-time); *16* administrative, *24* instructional, *0* other.

11. **Degrees or certificates offered:**

12. **Student Data:** 1976-77

Program	Students Enrolled		Number of Graduates	Number of Grads. Employed in Trng. Related Jobs*
	Total	Full-Time		
Bookkeeping	*22*	*22*	*9*	*6*
Full-Charge Bookkeeping	*16*	*16*	*7*	*3*
Accounting	*118*	*118*	*25*	*18*
Higher Accounting	*33*	*33*	*11*	*6*
Business Administration	*76*	*76*	*11*	*3*
Clerk-Stenographer	*14*	*14*	*14*	*9*
Secretarial	*154*	*154*	*33*	*20*
Executive Secretarial	*34*	*34*	*10*	*10*
Legal Secretarial	*49*	*49*	*14*	*11*
Medical Secretarial	*18*	*18*	*2*	*1*
Receptionist	*17*	*17*	*16*	*3*
Clerk-Typist	*46*	*46*	*27*	*15*
Keypunch Clerical	*42*	*42*	*17*	*14*
Hotel Front Office Procedures	*57*	*57*	*6*	*1*
Hotel Management	*12*	*12*	*6*	*1*
Court Reporting	*46*	*46*	*3*	*0*
English As A Second Language	*152*	*152*	*29*	*N/A*

**Confirmed placements.*

Cannon's International Business College of Honolulu (cont.)

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Bookkeeping	*24 wks.*	*$1,000*	*No limitations*
Full Charge Bookkeeping	*36 wks.*	*$1,500*	*according to*
Accounting	*48 wks.*	*$2,000*	*programs.*
Higher Accounting	*60 wks.*	*$2,500*	*Maximum capa-*
Business Administration	*60 wks.*	*$2,500*	*city for*
Clerk-Stenographer	*24 wks.*	*$1,000*	*college is 487*
Secretarial	*48 wks.*	*$2,000*	*students.*
Executive Secretarial	*60 wks.*	*$2,500*	
Legal Secretarial	*60 wks.*	*$2,500*	
Medical Secretarial	*60 wks.*	*$2,500*	
Receptionist	*24 wks.*	*$1,000*	
Clerk-Typist	*36 wks.*	*$1,500*	
Keypunch Clerical	*48 wks.*	*$2,000*	
Hotel Front Office Procedures	*36 wks.*	*$1,500*	
Hotel Management	*48 wks.*	*$2,000*	
Court Reporting	*96 wks.*	*$4,000*	
English As A Second Language	*12 wks.*	*$500/quarter*	

*based on full-time student

14. Registration fee: *$15.00*

15. Plans for significant change: *"Elimination of Court Reporting Program. Facility expansion."*

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Electronics Institute*
   Address: *1111 Bishop Street, Room 6, Honolulu, Hawaii 96813*
   Principal or Director: *Mrs. Theodora M. Hayward*

2. **Year founded:** *1944*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:**
5. **Eligible for:** *Veterans Administration training*

6. **High school diploma required for admission:** *yes*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *yes (34)*
9. **Follow-up survey of graduates available:** *yes (9/77)*
   Opportunity for students to evaluate training experience: *yes*

10. **Staffing:** Total, *20* (*7* full-time); *3* administrative, *15* instructional, *2* other.

11. **Degrees or certificates offered:** *Electronics Engineering Technology, Radio-Electronics, Radio-Television*

12. **Student Data:** 1976-77

Program	Students enrolled Total	Full-Time	Number of Graduates	Number of Graduates Employed in Training Related Jobs
Electronics Engr. Technology	*164*	*100*	*36*	*32*
Radio Television	*26*		*1*	*2*
Radio Electronics	*4*		*0*	*0*
Computer Science	*0*		*0*	

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Electronics Engr. Technology	*24*	*$3,050*	*110*
Radio Television	*24*	*$2,135*	*110*
Radio Electronics	*12½*	*$1,067.50*	*110*

*based on full-time student.

14. **Registration fee:** *$10.00*

15. **Plans for significant change:**

"Move more toward digital electronics."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Fashion Center*
   Address: *1296 S. Beretania Street, Honolulu, Hawaii 96814*
   Principal or Director: *Mrs. Ellen Hamada*

2. **Year founded:** *1949*
3. **Ownership of institution:** *Single*
4. **Accredited by:**
5. **Eligible for:** *Welfare and Social Security recipients*

6. **High school diploma required for admission:** *no (provided they can understand English)*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *no*
9. **Follow-up survey of graduates available:** *no*
   Opportunity for students to evaluate training experience: *no*

10. **Staffing:** Total, *2* (*1* full-time); *1* administrative, *1* instructional, other.

11. **Degrees or certificates offered:**

    Sewing Diploma

12. **Student Data:** 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Dressmaking and	*68*	*5*	*2*	*Have no record on hand*
Tailoring				

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Dressmaking	*9*	*$540*	*35 total*
Tailoring	*6*	*$540*	

*based on full-time student.

14. **Registration fee:** *$10.00*

15. **Plans for significant change:**

    "I would like to institute a guest speaker program whereby students would have the opportunity to periodically hear presentations by fashion experts in Hawaii."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Fashion Institute*
   Address: *422-A Liliha Court Lane, Honolulu, Hawaii 96817*
   Principal or Director: *Mrs. Tsuru Higa*

2. **Year founded:** *1947*
3. **Ownership of institution:** *Single*
4. **Accredited by:**
5. **Eligible for:** *Veterans Administration training, Foreign student*

6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *yes*
9. **Follow-up survey of graduates available:** *no*
   Opportunity for students to evaluate training experience: *yes*

10. **Staffing:** Total, *1* (full-time); administrative, instructional, other.

11. **Degrees or certificates offered:**
    Certificates in Fashion Design, Dressmaking & Tailoring

12. **Student Data:** 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Fashion Designer				
Pattern Maker, Grader				
Tailor				
Power Machine Operator				
Total	*12*	*8*	*3*	*3*

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Fashion Designer	*9*	*$63/mo.*	*18*
Pattern Maker, Grader	*9*	*$63/mo.*	
Tailor	*9*	*$63/mo.*	
Dressmaker	*9*	*$63/mo.*	
Power Machine Operator	*9*	*$63/mo.*	

*based on full-time student.

14. **Registration fee:** *$10.00*

15. **Plans for significant change:** *"No plans except stressing to students to be prepared to enter into the field of Ready-to-Wear garments whether it be in the designing category or in the garment factory as pattern maker, cloth marker, cutter, pattern grader and power machine operator, and finally going into own business as proprietor of Dress shop or Manufacturer of Ready-to-Wear garments."*

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Hawaii Air Academy*
   Address: *3031 Aolele Street, Honolulu, Hawaii 96820*
   Principal or Director: *Mr. Kevin Connelly*

2. Year founded: *1968*
3. Ownership of institution: *Corporation*
4. Accredited by: *Federal Aviation Administration*
5. Eligible for: *Veterans Administration training, Federal Insurance Student Loan program*
6. High school diploma required for admission: *no*
7. Financial aid available: *yes (4)*
8. Job placement service offered: *no*
9. Follow-up survey of graduates available: *yes (8/77)*
   Opportunity for students to evaluate training experience: *yes*
10. Staffing: Total, *22* (*22* full-time); *6* administrative, *8* instructional, *8* other.
11. Degrees or certificates offered: *Private Pilot, Commercial Pilot, Instrument Pilot, Airline Transport Pilot, Flight Instructor*
12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students

*based on full-time student.

14. Registration fee: *-0-*
15. Plans for significant change:
    "We plan to expand into two new areas: soaring courses offered for private, commercial and instructor levels and an aerobatic course."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Hawaii School of Business*
   Address: *111 N. King Street, Honolulu, Hawaii 96817*
   Principal or Director: *Mr. Glenn B. Hinchey*
2. Year Founded: *1973*
3. Ownership of institution: *Corporation*
4. Accredited by: *Association of Independent Colleges and Schools*
5. Eligible for: *Veterans Administration training, Federal Insurance Student Loan*
6. High school diploma required for admission: *yes or GED program, Voc. Rehab.*
7. Financial aid available: *yes (12)*
8. Job placement services offered: *yes (73)*
9. Follow-up survey of graduates available: *yes (11/77)*
   Opportunity for students to evaluate training experience: *yes*
10. Staffing: Total, *15*(*7* full-time); *3* administrative, *11* instructional, *1* other.
11. Degrees or certificates offered: *Diplomas, certificates*
12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Grads. Employed in Trng. Related Jobs
	Total	Full-Time		
Accounting/Bus. Adm.	*41*	*39*	*8*	*6*
Secretarial	*35*	*34*	*6*	*6*
Clerk Typist	*18*	*18*	*3*	*3*
Airlines	*45*	*35*	*5*	*2*
Hotel Management	*25*	*24*	*3*	*2*
Keypunch	*45*	--	*35*	*19*
Bank Teller	*94*	--	*90*	*35*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Accounting, Acc./Data Proc.	*12*	*$1,620*	*35*
Prof. Acc., Prof. Acc./D.P.	*16*	*$2,160*	*35*
Bus. Admin., Bus. Adm./D.P.	*16*	*$2,160*	*35*
Secretarial Science	*12*	*$1,620*	*25*
Legal Sec., Medical Sec., Air Sec.	*14*	*$1,890*	*25*
Airlines/Travel Agency Oper.	*10*	*$1,350*	*25*
Hotel Management	*12*	*$1,620*	*30*
K.P. Clerk Typ., Clerk Typ.	*12*	*$1,620*	*15*
Clerk Typist/Receptionist	*6*	*$810*	*15*
Court Reporting	*20*	*$2,700*	*15*
Keypunch	*1½*	*$235*	*20*
Bank Teller	*1*	*$175*	*15*

*based on full-time student

14. Registration fee: *$10.00*

15. Plans for significant change:

"We are doing some remodeling to create more classrooms and if necessary will arrange for another classroom on fourth floor of Yee Hop Plaza Building."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Hawaii School of Sign-Art & Design*
   Address: *989 Dillingham Blvd., Honolulu, Hawaii 96817*
   Principal or Director: *Mr. Fred Pons*

2. Year founded: *1978*
3. Ownership of institution: *Single*
4. Accredited by:
5. Eligible for:

6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *no*
9. Follow-up survey of graduates available:
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *1* (*1* full-time); administrative, *1* instructional, other.

11. Degrees or certificates offered:

    Diploma

12. Student Data: 1976-77

Program	Students enrolled Total	Full-Time	Number of Graduates	Number of Graduates Employed in Training Related Jobs
Started in 1978				

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Commercial Lettering			
(Beginning)	*10½*	*$1,500*	*20*
Commercial Lettering			
(Advanced)	*10½*	*$1,500*	

*based on full-time student.

14. Registration fee: *$10.00*

15. Plans for significant change:

    None

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Hollywood Beauty College*
   Address: *1423 Kapiolani Blvd., Honolulu, Hawaii 96814*
   Principal or Director: *Mr. Randy Milhem*

2. Year founded: *1963*
3. Ownership of institution: *Corporation*
4. Accredited by: *National Cosmetology Accrediting Commission*
5. Eligible for: *Veterans Administration training, Federal Insurance Student Loan program, BEOG, SEOG, NDSL*
6. High school diploma required for admission: *yes*
7. Financial aid available: *yes (50%)*
8. Job placement service offered: *no*
9. Follow-up survey of graduates available: *no*
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *9* (*8* full-time); *2* administrative, *5* instructional, *2* other.

11. Degrees or certificates offered:

    Diploma in all branches of cosmetology

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Cosmetology	*215*	*215*	*119*	*115*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Cosmetology	*11*	*$1,995*	*120*

*based on full-time student.

14. Registration fee: *$15.00*

15. Plans for significant change:

    "Upgrade equipment, repaint, etc."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Honolulu Academy of Arts/Studio Program*
   Address: *900 S. Beretania Street, Honolulu, Hawaii 96814*
   Principal or Director: *Mr. Joseph Feher*

2. **Year founded:** *1946*
3. **Ownership of institution:** *Privately endowed institution*
4. **Accredited by:**
5. **Eligible for:** *Authorized under Federal Law to enroll non-immgrant alien students.*
6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *no*
9. **Follow-up survey of graduates available:** *no*
   Opportunity for students to evaluate training experience: *no*

10. **Staffing:** Total, *5* (*4* full-time); *1* administrative, *4* instructional, other.

11. **Degrees or certificates offered:**

    "Letter of Certificate"

12. **Student Data:** 1976-77

Program	Students enrolled Total	Students enrolled Full-Time	Number of Graduates	Number of Graduates Employed in Training Related Jobs
Printmaking/Etching				
Printmaking/ Lithography	*111*	*15*	*1*	*Unknown*

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Printmaking/Etching	*	*$220/sem.*	*14*
Printmaking/Lithography			*14*
Drawing			*16*
Painting			*16*

***based on full-time student.**

14. **Registration fee:** *$7.50 (students pay one time only)*

15. **Plans for significant change:**

    None

**Not applicable to studio program.*

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Honolulu Barber School dba Hawaii Institute of Hair Design*
   Address: *1124 Fort Street Mall, #209, Honolulu, Hawaii 96813*
   Principal or Director: *Mr. Leo G. Williams*

2. Year founded: *1956*
3. Ownership of institution: *Corporation*
4. Accredited by: *National Association of Trade and Technical Schools*
5. Eligible for: *Veterans Administration training, SS, DVR, BEOG, NDSL, SEOG*

6. High school diploma required for admission: *yes*
7. Financial aid available: *yes*
8. Job placement service offered: *yes (117)*
9. Follow-up survey of graduates available: *yes*
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *10⅓* (*7⅓* full-time); *2⅓* administrative, *7* instructional, *1* other.

11. Degrees or certificates offered:

    Diploma (Barber Styling-Advanced Hairstyling)

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs*
	Total	Full-Time		
Barber/Styling 1250	*191*	*153*	*100*	*89*
Advanced Hairstyling 700	*23*	*14*	*10*	*14*
Barber Styling & Advanced 1950	*22*	*20*	*16*	*14*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Barber/Styling 1250	*8*	*$695*	*101 total*
Advanced 700	*5*	*$450*	
Barber Styling & Advanced 1950	*13*	*$1,145*	

*based on full-time student.

14. Registration fee: *$15.00*

15. Plans for significant change:

"Presently adding new courses; Cosmetology and Hairdressing."

**Includes currently enrolled students (as well as graduates) who have training-related jobs.*

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Honolulu Police Department Training Academy*
   Address: *1455 South Beretania Street, Honolulu, Hawaii 96814*
   Principal or Director: *Major Paul P. Kim*

2. Year founded: *1939*
3. Ownership of institution: *Public*
4. Accredited by:
5. Eligible for: *Veterans Administration training*

6. High school diploma required for admission: *yes*
7. Financial aid available: *N/A*
8. Job placement service offered: *yes (132)*
9. Follow-up survey of graduates available: *yes*
   Opportunity for students to evaluate training experience: *yes, questionnaires*

10. Staffing: Total, *18* (*18* full-time); *4* administrative, *13* instructional, *1* other.

11. Degrees or certificates offered:

    Certificates of HPD Recruit Training completion.

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Recruit Training	*154*	*154*	*132*	*100*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Recruit Training	*6*	*none*	*50*

*based on full-time student.

14. Registration fee: *None*

15. Plans for significant change:

    "Constant updating of courses to cope with new developments in law."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *IBM Education Center*
   Address: *1240 Ala Moana Blvd., Honolulu, Hawaii 96814*
   Principal or Director: *Mr. John A. Lacy*

2. Year founded: *N/A*
3. Ownership of institution: *Corporation*
4. Accredited by:
5. Eligible for:

6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *no*
9. Follow-up survey of graduates available: *no*
   Opportunity for students to evaluate training experience: *no*

10. Staffing: Total, (full-time); administrative, instructional, other.
    No permanent resident staff.
11. Degrees or certificates offered:

    None

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students

*based on full-time student.

14. Registration fee: *N/A*

15. Plans for significant change:

    "No significant changes are anticipated."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Island Flight Service, Inc.*
   Address: *421 Aowena Place, Honolulu, Hawaii 96819*
   Principal or Director: *Mr. Harold T. Corbett*

2. **Year founded:** *1968*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:** *Federal Aviation Administration*
5. **Eligible for:** *Veterans Administration training*

6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *yes (7)*
9. **Follow-up survey of graduates available:** *yes (4/23/78)*
   Opportunity for students to evaluate training experience: *no*

10. **Staffing:** **Total,** *13* **(** *5* **full-time);** *4* **administrative,** *8* **instructional,** *1* **other.**

11. **Degrees or certificates offered:** *Private pilot license, Commercial license, Instrument rating, multi-engine rating, flight instructor rating, flight instructor instruments, airline transport rating.*
12. **Student Data:** 1976-77

Program	Students enrolled		Number of Graduates	Number of Grads. Employed in Trng. Related Jobs
	Total	Full-Time		
Private Pilot	*30*	*30*	*25*	*0*
Commercial Pilot	*40*	*40*	*35*	*30*
Instrument Pilot	*20*	*20*	*15*	*10*
Multi-Engine Pilot	*10*	*10*	*10*	*8*
Flight Instructor	*9*	*9*	*8*	*8*
Flight Instructor Instruments	*5*	*5*	*5*	*5*
Airline Transport Pilot	*3*	*3*	*3*	*3*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Private Pilot	*3*	*$1,095*	*unlimited*
Commercial Pilot	*7*	*$7,000*	"
Instrument Pilot	*3*	*$4,000*	"
Flight Instructor	*4*	*$4,000*	"
Multi-Engine Pilot	*1*	*$2,000*	"
Flight Instructor Instruments	*3*	*$4,500*	"
Airline Transport Pilot	*1*	*$1,000*	"

*based on full-time student

14. Registration fee: *-0-*

15. Plans for significant change:
"We plan to continue to provide new and efficient aircraft training methods and maintenance."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Japan-America Institute of Management Science*
   Address: *6660 Hawaii Kai Drive, Honolulu, Hawaii 96825*
   Principal or Director: *Mr. Howard Y. Miyake*

2. Year founded: *1972*
3. Ownership of institution: *non-profit organization*
4. Accredited by:
5. Eligible for: *Veterans Administration training*

6. High school diploma required for admission: *yes*
7. Financial aid available: *yes (28)*
8. Job placement service offered: *yes (1)*
9. Follow-up survey of graduates available: *yes (10/31/77)*
   Opportunity for students to evaluate training experience: *yes, evaluation questionnaire*
10. Staffing: Total, *39* (*18* full-time); *8* administrative, *28* instructional, *3* other.

11. Degrees or certificates offered:

    Certificate of Completion

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
American Mgt Program	*59*	*59*	*59*	*44*
Japan Mgt Program	*7*	*7*	*6*	*2*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
American Mgt Program	*5*	*$1,800*	*65*
Japan Mgt Program	*9*	*$1,800*	*25*

*based on full-time student.

14. Registration fee: *$15.00*

15. Plans for significant change:

    N/A

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *John Robert Powers Modeling & Finishing School*
   Address: *1314 S. King Street, Suite 504, Honolulu, Hawaii 96814*
   Principal or Director: *Mr. Leonard Baskin*

2. **Year founded:** *1971*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:**
5. **Eligible for:**

6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *yes (58%; part-time)*
9. **Follow-up survey of graduates available:** *yes*
   Opportunity for students to evaluate training experience: *yes*

10. **Staffing:** Total, *10* (*4* full-time); *3* administrative, *7* instructional, other.

11. **Degrees or certificates offered:**

    Diplomas - Self-Improvement, Professional Modeling

12. **Student Data:** 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Self-Improvement	*737*		*656*	--
Advanced Modeling	*92*		*88*	*49 p.t.*
Miss Executive Grooming	*20*		*20*	--

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Self-Improvement	*4½*	*$456*	*58*
Advanced Modeling	*3*	*$325*	*58*
Miss Executive Grooming	*15 wks.*	*$395*	*58*

*based on full-time student.

14. **Registration fee:** *None ($15.00 is included in tuition)*

15. **Plans for significant change:**

    "None-other than I have just moved to a new larger location and more modern facilities."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Mary Shern School of Real Estate*
   Address: *850 Richards Street, Honolulu, Hawaii 96813*
   Principal or Director: *Ms. Mary S. Shern*

2. Year founded: *1974*
3. Ownership of institution: *Corporation*
4. Accredited by:
5. Eligible for: *Veterans Administration training*

6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *no*
9. Follow-up survey of graduates available: *yes (8/77)*
   Opportunity for students to evaluate training experience: *yes, critique sheet*

10. Staffing: Total, *5* (*1* full-time); *1* administrative, *3* instructional, *1* other.

11. Degrees or certificates offered:

    Certificate of Completion

12. Student Data: 1976-77

Program	Students enrolled Total	Students enrolled Full-Time	Number of Graduates	Number of Graduates Employed in Training Related Jobs
Salesman, Pre-license	*296*	*296*	*276*	*56%* (155)
Broker, Pre-license	*77*	*77*	*72*	*93%* (67)

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Salesman, Pre-license	*2*	*$225*	*160*
Broker, Pre-license	*2*	*$225*	*50*

*based on full-time student.

14. Registration fee: *$25.00*

15. Plans for significant change:

    "None, pending changes in state laws regulating licensing."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Maui Police Recruit Training Class*
   Address: *250 High Street, Wailuku, Maui, Hawaii 96793*
   Principal or Director: *Mr. John S. San Diego, Sr.*

2. Year founded: *1939*
3. Ownership of institution: *Public*
4. Accredited by:
5. Eligible for: *Veterans Administration training*

6. High school diploma required for admission: *yes*
7. Financial aid available: *yes (3)*
8. Job placement service offered: *yes (10)*
9. Follow-up survey of graduates available: *no*
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *2* (*2* full-time); *1* administrative, *1* instructional, other.

11. Degrees or certificates offered:

    Recruit Training Certificate

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Recruit Training (3/1 - 5/18/76)	*13*	*13*	*13*	*11*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Recruit Training	*3*	*none*	*20*

*based on full-time student.

14. Registration fee: *None*

15. Plans for significant change:

    None

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Med-Assist School of Hawaii*
   Address: *1164 Bishop Street, Suite 405, Honolulu, Hawaii 96813*
   Principal or Director: *Mr. Arthur Korb*

2. Year founded: *1973*
3. Ownership of institution: *Corporation*
4. Accredited by: *American Bureau of Medical Laboratory Schools*
5. Eligible for: *Veterans Administration training, Vocational Rehabilitation*

6. High school diploma required for admission: *yes*
7. Financial aid available: *no*
8. Job placement service offered: *yes (no record)*
9. Follow-up survey of graduates available: *no*
   Opportunity for students to evaluate training experience: *yes, questionnaire*

10. Staffing: Total, *9* (*3* full-time); *3* administrative, *6* instructional, other.

11. Degrees or certificates offered:

    Certificate of Completion

12. Student Data: January-December 1977

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Medical Assistant	*59*		*50 (approx)*	*45 (approx)*
Clinical Assistant	*19*		*12 (approx)*	*10 (approx)*
Medical Secretary	*25*		*20 (approx)*	*19 (approx)*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Medical Assistant	*7 mo.*	*$1,406.44*	*95 total*
Clinical Assistant	*17 wks.*	*$944.94*	
Medical Secretary	*15 wks.*	*$857.84*	

*based on full-time student.

14. Registration fee: *$10.40*

15. Plans for significant change:

    "We will be setting up a Dental Secretary Program in September 1978."

FACT SHEET: FALL 1977

1. Name of School: *National Business Training School*
   Address: *1111 Bishop Street, Honolulu, Hawaii 96813*
   Principal or Director: *Ms. Lynn M. Kennedy*
2. Year founded: *1964*
3. Ownership of institution: *Corporation*
4. Accredited by:
5. Eligible for: *Veterans Administration training*
6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *yes (45)*
9. Follow-up survey of graduates available: *yes*
   Opportunity for students to evaluate training experience: *yes, interviews*
10. Staffing: Total, *7* (*2* full-time); *2* administrative
    5 instructional, other.
11. Degrees or certificates offered: *Certificates of Completion*
12. Student Data: 1976-77

Program	Students enrolled Total	Full-Time	Number of Graduates	Number of Grads. Employed in Trng. Related Jobs
Keypunch Operator	*57*	*9*	*39*	*28*
Checker/Cashier	*18*	*1*	*13*	*7*
General Office Clerk	*16*	*10*	*10*	*8*
Bookkeeping/Accounting	*2*	*2*	*0*	*0*
Auto. Business Systems Analyst	*1*	*1*	*0*	*0*
Programming	*6*	*3*	*4*	*1*
Executive Secretary	*1*	*1*	*0*	*0*
Legal Secretary	*2*	*1*	*1*	*0*
Basic Bookkeeping	*1*	*1*	*1*	*1*
File Clerk	*1*	*1*	*1*	*1*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Keypunch Operator	*5 wks.*	*$250*	*5*
Checker/Cashier	*6 wks.*	*$210*	*10*
General Office Clerk	*17 wks.*	*$820*	*10*
Bookkeeping/Accounting	*14 wks.*	*$560*	*10*
Auto. Business Systems Analyst	*52 wks.*	*$2,475*	*10*
Programming	*14 wks.*	*$800*	*10*
Executive Secretary	*30 wks.*	*$1,410*	*10*
Legal Secretary	*33 wks.*	*$1,610*	*10*
Basic Bookkeeping	*8 wks.*	*$400*	*10*
File Clerk	*6 wks.*	*$250*	*10*

*based on full-time student

14. Registration fee: *$10.00*

15. Plans for significant change: *None*

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *New York Technical Institute*
   Address: *1375 Dillingham Blvd., Honolulu, Hawaii 96817*
   Principal or Director: *Mr. Tracy Hamilton*

2. Year founded: *1962*
3. Ownership of institution: *Corporation*
4. Accredited by:
5. Eligible for: *Veterans Administration training, Vocational Rehabilitation*

6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *yes*
9. Follow-up survey of graduates available: *yes (10/27/77)*
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *11* (*6* full-time); *3* administrative, *7* instructional, *1* other.

11. Degrees or certificates offered:
    Diploma

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
General Mechanics	*224*	*33*	*48*	*19*
Electronics Technician	*46*	*11*	*11*	*7*
Architectural Drafting	*2*	*0*	*0*	*0*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
General Mechanics	*12*		*64*
Electronics Technician	*20*		*28*

*based on full-time student.

14. Registration fee: *$15.00*

15. Plans for significant change:

    "Continuous upgrading"

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FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Pacific Maritime Academy*
   Address: *709 Kelikoi Street, Honolulu, Hawaii 96813*
   Principal or Director: *Capt. R. L. Alverson*

2. **Year founded:** *1968*
3. **Ownership of institution:** *Single*
4. **Accredited by:**
5. **Eligible for:** *Veterans Administration training*

6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *no*
9. **Follow-up survey of graduates available:** *no*
   Opportunity for students to evaluate training experience: *yes*

10. **Staffing:** **Total,** *6* **(** *0* **full-time);** *2* **administrative,** *4* **instructional,** **other.**

11. **Degrees or certificates offered:**

Diplomas are issued to students in courses that do not prepare for VSCG (Vessel-Ship Coast Guard) licenses.

12. **Student Data:** **1976-77**

Program	Students enrolled Total	Students enrolled Full-Time	Number of Graduates	Number of Grads. Employed in Trng. Related Jobs
Merchant Marine Deck Officers	*24*	*24*	*16*	*15*
1,000 Ton Freight & Towing	*4*	*4*	*3*	*3*
Able Bodied Seaman	*1*	*1*	*1*	*1*
Ocean Operator	*27*	*27*	*25*	*14*
Motorboat Operator	*5*	*5*	*5*	*3*
Merchant Marine Engineering	*0*	*0*	*0*	*0*
Uninspected Diesel	*0*	*0*	*0*	*0*
Harbor Pilot	*1*	*1*	*1*	*?*
Sailmaster	*0*	*0*	*0*	*0*
Radar Endorsement	*9*	*9*	*7*	*2*
Pacific Island Merchant Marine Officers Training	*7*	*7*	*4*	*3*
Complete Celestial Navigation	*33*	*33*	*33*	*14*
Marine Diesel (General)	*24*	*24*	*19*	*17*
Inter-Island Navigation	*0*	*0*	*0*	*0*
Marine Terminal Operations	*0*	*0*	*0*	*0*
Accelerated Ocean and Motorboat Operator	*147*	*147*	*135*	*103*

Pacific Maritime Academy (cont.)

13. Program Data: Fall 1977

Program	Months to Complete*	(1978) Tuition	Capacity for Full-Time Students
Merchant Marine Deck Officer	5½	$613.60	30
1,000 Ton Freight & Towing	5½	$613.60	30
Able Bodied Seaman	1	$130.00	20
Ocean Operator	2	$228.80	40
Motorboat Operator	2	$228.80	40
Accelerated Ocean/Motorboat	3/4	$228.80	300
Merchant Marine Engineering	5½	$613.60	30
Marine Diesel Engineering General	2½	$296.40	60
Harbor Pilot	1	$228.80	15
Sailmaster	3/4	$104.00	20
Radar Endorsement	1½	$130.00	30
Pacific Island Merchant Marine Officers Training	5½	$613.60	15
Complete Celestial Navigation	2	$156.00	60
Inter-Island Navigation	2	$88.80	40

*based on full-time student

14. Registration fee: *$10.00*

15. Plans for significant change:

None

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Real Estate Schools of S/M (St. Michael)*
   Address: *98-267 J-1 Kaonohi Street, Aiea, Hawaii 96701*
   Principal or Director: *Mrs. Hilda T. Morse*

2. **Year founded:** *1972*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:**
5. **Eligible for:** *Veterans Administration training*

6. **High school diploma required for admission:** *yes*
7. **Financial aid available:** *yes (4-5)*
8. **Job placement service offered:** *yes (50%)*
9. **Follow-up survey of graduates available:** *yes*
   Opportunity for students to evaluate training experience: *yes, evaluation sheet*
10. **Staffing:** Total, *2* (*2* **full-time);** *1* **administrative,** *1* **instructional,** **other.**

11. **Degrees or certificates offered:**

    Certificate of Completion

12. **Student Data:** 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Salesman Pre-license	*41*	*41*	*41*	*22*

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Salesman Pre-license	*8 wks.*		*50*

***based on full-time student.**

14. **Registration fee:** *$15.00*

15. **Plans for significant change:** *"Implement continued upgrading of material provided; more visual aids; more guest lecturers on specific subject matter. Addition of a sales course on actual sales techniques, on-job training, etc. which makes available to students continued education in being successful on the job. Also, an addition of the BROKER's Pre-licensing course for those students who have completed their two-years as a salesman in accordance with requirements of the real estate license commission and wish to continue on to become brokers, etc."*

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *School of Therapeutic Nerve Massage*
   Address: *1001 Dillingham Blvd., Room 307, Honolulu, Hawaii 96817*
   Principal or Director: *Mr. Dave Kimura*

2. Year founded: *1976*
3. Ownership of institution: *Single*
4. Accredited by:
5. Eligible for:

6. High school diploma required for admission: *no*
7. Financial aid available: *no*
8. Job placement service offered: *yes*
9. Follow-up survey of graduates available: *yes (1977)*
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *4* (*2* full-time); *1* administrative, *1* instructional, *2* other.

11. Degrees or certificates offered:

    Diploma

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Therapuetic Nerve			
Massage I Beginners	*8 wks.*	*$350*	
Therapeutic Nerve			
Massage II Advanced	*5 wks*	*$450*	

*based on full-time student.

14. Registration fee: *$30.00*

15. Plans for significant change:
    "I am changing and restructuring my classes and schedule."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Stapleton School of Real Estate*
   Address: *841 Bishop Street, Suite 2121, Honolulu, Hawaii 96813*
   Principal or Director: *Mr. John F. Stapleton*

2. **Year founded:** *1968*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:**
5. **Eligible for:** *Veterans Administration training, Board of Accountancy*

6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *yes (approx. 50)*
9. **Follow-up survey of graduates available:** *yes (1976)*
   Opportunity for students to evaluate training experience: *yes, evaluation sheets*
10. **Staffing:** Total, *7* (*2* full-time); *2* administrative, *3* instructional, *2* other.

11. **Degrees or certificates offered:**

    Certificate of Completion

12. **Student Data: 1976-77**

Program	*(approx)* Students enrolled Total	Full-Time	*(approx)* Number of Graduates	Number of Graduates Employed in Training Related Jobs
Oahu Sales	*1,394*		*1,364*	
Maui Sales	*295*		*281*	
Oahu Brokers	*325*		*313*	
Maui Brokers	*52*		*45*	

13. **Program Data: Fall 1977**

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Oahu Sales	*7 wks.*	*$275*	*1,170*
Maui Sales	*7 wks.*	*$275*	*321*
Oahu Brokers	*7 wks.*	*$290*	*375*
Maui Brokers	*7 wks.*	*$290*	*321*

***based on full-time student.**

14. **Registration fee:** *$10.00*

15. **Plans for significant change:**

    "Currently no great changes. There is a possibility there will be changes when changes are made in education requirements set forth by the Department of Regulatory Agencies for Sales and Broker Candidates."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. Name of School: *Style Center School of Fashion Design*
   Address: *1350 South King Street, Honolulu, Hawaii 96814*
   Principal or Director: *Ms. Jayne F. Miho*

2. Year founded: *1937*
3. Ownership of institution: *Single*
4. Accredited by:
5. Eligible for: *Veterans Administration training*

6. High school diploma required for admission: *yes*
7. Financial aid available: *no*
8. Job placement service offered: *yes (10)*
9. Follow-up survey of graduates available: *yes (10/77)*
   Opportunity for students to evaluate training experience: *yes*

10. Staffing: Total, *3* (*1* full-time); administrative, *3* instructional, other.

11. Degrees or certificates offered:

12. Student Data: 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
1st year	*23*	*18*	*12*	
2nd year	*13*	*13*	*10*	*5*
3rd year	*3*	*3*	*3*	*3*

13. Program Data: Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
1st year	*9*	*$350/sem.*	*28 total*
2nd year	*9*	*$350/sem.*	
3rd year	*9*	*$350/sem.*	

*based on full-time student.

14. Registration fee: *$10.00*

15. Plans for significant change:

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Travel Institute of the Pacific*
   Address: *1314 S. King Street, Suite 1051, Honolulu, Hawaii 96814*
   Principal or Director: *Mr. James E. Hughes*

2. **Year founded:** *1976*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:**
5. **Eligible for:** *Veterans Administration training*

6. **High school diploma required for admission:** *yes*
7. **Financial aid available:** *yes*
8. **Job placement service offered:** *yes*
9. **Follow-up survey of graduates available:** *yes (continuing)*
   Opportunity for students to evaluate training experience: *yes, critique*

10. **Staffing:** Total, *10* (*4* full-time); *4* administrative, *5* instructional, *1* other.

11. **Degrees or certificates offered:**
    Ed. Institute, AH & MA

12. **Student Data:** 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Hotel Management	*100*	*100*	*96*	*73*
Food & Beverage Management	*65*	*65*	*60*	*48*
Airline/Travel Agency Ticketing	*220*	*220*	*203*	*148*

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Hotel Management	*2*	*$500*	*36*
Food & Beverage Management	*2*	*$500*	*36*
Airline/Travel Agency Ticketing	*2*	*$500*	*36*

*based on full-time student.

14. **Registration fee:** *$15.00*

15. **Plans for significant change:**
    "New learning programs."

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Trendsetters Beauty College*
   Address: *1162 Fort Street Mall, Honolulu, Hawaii 96813*
   Principal or Director: *Mr. Martin D. Jaffe*

2. **Year founded:** *1967*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:** *National Cosmetology Accrediting Commission*
5. **Eligible for:** *Veterans Administration training, Federal Insurance Student Loan program, SS, Vocational Rehabilitation, Foreign Students*
6. **High school diploma required for admission:** *yes*
7. **Financial aid available:** *yes (22)*
8. **Job placement service offered:** *yes (88)*
9. **Follow-up survey of graduates available:** *yes*
   Opportunity for students to evaluate training experience: *yes*

10. **Staffing:** Total, *10* (*10* **full-time);** *3* **administrative,** *7* **instructional,** **other.**

11. **Degrees or certificates offered:** *Certificate of Grad. Cosmetology, Redken Certificate, Completion of special SES (State Employment Service) program of study.*

12. **Student Data:** 1976-77

Program	Students enrolled Total	Students enrolled Full-Time	Number of Graduates	Number of Graduates Employed in Training Related Jobs
Cosmetology	*114*	*114*	*94*	*82*

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Cosmetology	*11*	*$2,095*	*88*

*based on full-time student.

14. **Registration fee:** *$10.00*

15. **Plans for significant change:** *"Revision and updating of the curriculum. Inclusion of latest available information on techniques and product knowledge. Replacement of all equipment to new modern dresserettes and hydraulic chairs. Use of professional 'air-conditioned' dryers. Purchasing of highly technical analysis equipment for the study of the condition of hair."*

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Vitousek Real Estate Schools*
   Address: *657 Kapiolani Blvd, #1, Honolulu, Hawaii 96813*
   Principal or Director: *Ms. Paige Vitousek*

2. **Year founded:** *1970*
3. **Ownership of institution:** *Corporation*
4. **Accredited by:**
5. **Eligible for:** *Veterans Administration training*

6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *no*
9. **Follow-up survey of graduates available:** *yes (6/77)*
   Opportunity for students to evaluate training experience: *yes*

10. **Staffing:** Total, *4* (*3* full-time); *1* administrative, *3* instructional, other.

11. **Degrees or certificates offered:**

    Salesman's Pre-license, Broker's Pre-license

12. **Student Data:** 1976-77

Program	Students enrolled Total	Full-Time	Number of Graduates	Number of Graduates Employed in Training Related Jobs
Salesman, Pre-license	*337*		*224*	
Broker, Pre-license	*43*		*29*	

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Salesman, Pre-license	*40 hrs.*	*$210*	
Broker, Pre-license	*40 hrs.*	*$245*	

*based on full-time student.

14. **Registration fee:**

15. **Plans for significant change:**

    None

FACT SHEET: FALL 1977
Private Trade, Vocational or Technical School

1. **Name of School:** *Waikiki Realty Real Estate School*
   Address: *4211 Waialae Avenue, #303, Honolulu, Hawaii 96816*
   Principal or Director: *Mr. George Yamashiro*

2. **Year founded:** *1973*
3. **Ownership of institution:** *Single*
4. **Accredited by:**
5. **Eligible for:**

6. **High school diploma required for admission:** *no*
7. **Financial aid available:** *no*
8. **Job placement service offered:** *yes (19)*
9. **Follow-up survey of graduates available:** *no*
   Opportunity for students to evaluate training experience: *yes, class evaluation*
10. **Staffing: Total,** *4* **(** **full-time); administrative,** *4* **instructional, other.**

11. **Degrees or certificates offered:**

    Hawaii Association of Real Estate School Certification

12. **Student Data:** 1976-77

Program	Students enrolled		Number of Graduates	Number of Graduates Employed in Training Related Jobs
	Total	Full-Time		
Post Indoctrination	*48*	*48*	*32*	

13. **Program Data:** Fall 1977

Program	Months to Complete*	Tuition	Capacity for Full-Time Students
Real Estate Pre-license	*9-10 wks.*	*$150*	*20*

*based on full-time student.

14. **Registration fee:** *-0-*

15. **Plans for significant change:**

APPENDIX F

BRIEF REVIEW OF THE LITERATURE ON ACCREDITATION AND STATE LICENSING

A. Introduction

A recent publication of the Council of Postsecondary Accreditation describes the important roles of the federal government, the state governments and the private accrediting agencies in the governing of postsecondary education. Their interrelationships were briefly summarized:[1]

1. The federal government relies on:

   a. accrediting agencies to identify institutions and programs eligible for federal aid programs.

   b. states for (1) legal authorization for these institutions and programs to provide education and (2) operation of approving agencies under veterans' educational benefit programs.

2. The states rely on:

   a. accrediting agencies by exempting accredited institutions or programs from various licensing or regulatory requirements.

   b. the federal government to review and oversee accrediting agencies and to publish directories on the accredited status of schools.

3. The accrediting agencies, in an informal way, rely on:

   a. the states to recognize an institution's legal existence and degree-granting authority as a pre-requisite to accreditation.

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[1]William A. Kaplin, Respective Roles of Federal Government, State Governments, and Private Accrediting Agencies in The Governance of Postsecondary Education (Washington, D.C.: The Council on Postsecondary Accreditation, July 1975), pp. 7-8.

b. the state and federal governments "to indirectly lend the support of public sanction to accrediting determinations by their reliance upon them."

This brief summary of the literature[2] will show that States in recent years have become increasingly aware of their responsibility to provide greater protection to student consumers. The federal government has also acted similarly. Its agencies generally are recommending policies regarding the maintenance of proper records and reports; the equity of tuition-refund practices; the disclosure of information to students on the institution, program, facilities, dropout rates, job placement of graduates and their earnings; the creation of a central consumer complaint office and a Federal Student Tuition Insurance Corporation. The Federal Interagency Committee on Education also recommended that state licensing agencies should perform their functions with consumer protection in mind.

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[2]The following sources were found especially helpful in the preparation of this summary:

California Postsecondary Education Commission, The Role of the State in Private Postsecondary Education; Recommendations for Change, Report 76-7 (Sacramento: the Commission, July 1976).

Education Commission of the States, Model State Legislation; Report of the Task Force on Model State Legislation for Approval of Postsecondary Educational Institutions and Authorization to Grant Degrees, Report Number 39 (Denver, Colorado: the Commission, June 1973).

George Washington University, Institute for Educational Leadership, Approaches to State Licensing of Private Degree-granting Institutions: The Arlie Conference Report (Washington, D. C.: the University, November 1975).

Harold Orlans, et al, Private Accreditation and Public Eligibility, Vol. I and II (Washington, D.C.: Brookings Institution and the National Academy of Public Administration, October 1974).

U.S. Bureau of Consumer Protection, Proprietary Vocational and Home Study Schools; Final Report to the Federal Trade Commission and Proposed Trade Regulation Rule (16 CFR Part 438) (Washington, D. C.: U. S. Government Printing Office, 1976).

In view of the nature and scope of federal activities, the California Postsecondary Education Commission indicates that "failure by the states--individually or collectively--to exercise their responsibilities with regard to private institutions could lead to preemption of current state laws by more stringent, consumer-oriented federal regulations."[3]

Both accreditation and state licensing have several characteristics in common:

- The basic concern is institutional integrity as related to recruitment of students, "quality" of the educational experience, advertising, "equity" in financial matters.
- Agencies responsible for these functions generally rely on legislation and on rules and regulations for criteria for approval, procedures for application, procedures for renewals and requirements for annual reports.
- Approval in the form of institutional accreditation or state licensing is generally included in the catalogues and advertisements of institutions because such indications oftentimes assure eligibility for certain public-funded programs and serve to attract student enrollments.

B. Accreditation

Educational accreditation is voluntary and nongovernmental in the United States. There are two types: (1) institutional, which normally applies to an entire institution and (2) specialized or professional, which deals with specific programs or professional schools in an institution (and some single-purpose schools). The former is granted by regional accreditation associations; the latter, by professional organizations, like the American Dental Association.

There are six regional accrediting associations for colleges (and secondary schools) in the United States: New England, Middle States, North Central, Southern, Northwest and Western. Although the first was formed as early as 1885 and the last in 1924, they did not

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[3]Op. cit., p. 17.

develop accreditation standards for colleges until 1910 (North Central) to 1954 (New England).[4] Accrediting agencies have the authority to re-evaluate any of their institutions or programs at any time for cause and for purposes of reviewing substantive changes being undertaken.

1. Off-Campus Educational Offerings of Colleges and Universities

"About a year ago," according to the Executive Director of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, of which Hawaii is a member, "regional secretaries agreed in principle on a policy governing off-campus academic programs. A couple of regions have adopted the policy as is, and the rest of us may make some changes."[5] Since institutions accredited by WASC offer many programs in other parts of the country, the Accrediting Commission for Senior Colleges and Universities adopted a policy on "Off-Campus Programs and Degree or Non-Degree Credit Courses," effective July 1, 1978. The policy is given below:

> The Commission regards off-campus educational programs and courses for degree credit as integral parts of the institution. They are to be extensions of the institution's educational services, within the institution's overall mission and purposes. The Commission expects that:
>
> 1. The institution will be responsible and accountable for all aspects of its off-campus programs and courses.
>
> 2. The quality of off-campus programs and courses in terms of resource materials, faculty, level of instruction, adequacy of evaluation, and student services will meet the standards of quality which the institution sets for on-campus programs and courses. The institution will assure that appropriate on-campus resources are adequate to support the programs or courses offered at each off-campus site, in addition to resources needed for on-campus activities.
>
> 3. The institution will be responsible for maintaining principles of fair and ethical practices in its relationships with other institutions, with its students and faculty, and with the Commission.

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[4]Orlans, op. cit., p. 50.

[5]Letter from Executive Director of WASC, Accrediting Commission for Senior Colleges and Universities, to Researcher, State Postsecondary Education Commission, Hawaii (March 29, 1978).

4. In initiating or significantly expanding off-campus programs and courses, the institution will comply with the Commission's policies on "Substantive Change" including prior notification.

2. Private Vocational Schools

The accreditation of private vocational schools has always been on a "voluntary" basis. However,

> . . . approval by educational and professional accreditation agencies is, for all practical purposes, recognized by government sources of aid as prima facie evidence of a program of suitable quality, and is the basis for subsequent government funding. In a sense, accreditation of private vocational schools is a necessity if financial solvency is to be maintained, because many federal education acts require that institutions be accredited by recognized agencies or propose curricula that warrant accreditation in order to receive government funds for construction and in order for their students to be eligible for federal loans.[6]

The U. S. Commissioner of Education publishes lists of accrediting agencies, including the following four nationally recognized agencies which accredit non-collegiate schools:

The Accrediting Commission of the Association of Independent Colleges and Schools accredits business office and secretarial programs (1956, known as the Accrediting Commission for Business Schools)

The Cosmetology Accrediting Commission accredits cosmetology schools

The National Home Study Council accredits correspondence courses (1959)

The National Association of Trade and Technical Schools (NATTS) accredits trade and technical schools (1967)

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[6]Joseph T. Nerden, "Accreditation: Private Vocational Schools" in Encyclopedia of Education, Volume I, edited by Lee C. Deighton (New York: Macmillan Company and Free Press, 1971), p. 62.

Procedures for accreditation include: guidelines and criteria which describe quality instruction, facilities, administration, etc., are developed by the accrediting agency; the institution applying for accreditation evaluates itself and prepares a self-study; a visiting team spends several days on campus and prepares a report of its findings and recommendations to the accrediting group; the agency issues a decision.[7] The process is similar to that of accrediting agencies for colleges and universities. In addition to these requirements, NATTS requires that "candidates provide counseling and other necessary student services; show that students make progress and receive job placement service; charge reasonable fees; are fair and truthful in advertising and promotion."[8]

The Commissioner of Education has a list of professional organizations which are also recognized as accreditation agencies for specific curricula at the associate degree level. Among such agencies are the following: The Engineers Council for Professional Development, The National League for Nursing, The American Medical Association, The American Dental Association.

Although accreditation is voluntary and its usefulness has been demonstrated, the majority of proprietary schools are not accredited. "Of an estimated 10,000 or more post-secondary proprietary schools, only 1,600-1,700 were accredited in 1973,"[9] as shown below:

547	Cosmetology Accrediting Commission
507	Association of Independent Colleges and Schools
406	National Association of Trade and Technical Schools
188	National Home Study Council
1,648	Total

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[7]Ibid., pp. 63-64.

[8]David A. Trivett, Proprietary Schools and Postsecondary Education, ERIC Higher Education Research Report No. 2, 1974 (Washington, D. C.: American Association of Higher Education, 1974), p. 42.

[9]Orlans, op. cit., p. 253.

Despite the fact that the proportion of accredited schools is low, almost 66 percent of the students enrolled in proprietary vocational schools attend accredited schools.[10]

3. The Council on Postsecondary Accreditation

On January 15, 1975, the Council on Postsecondary Accreditation (COPA) was formed by the merger of the following two national education organizations:[11]

> FRACHE (Federation of Regional Accrediting Commissions of Higher Education) which represented 9 accrediting commissions of the six regional associations which accredit approximately 2,400 colleges and universities.
>
> NCA (National Commission on Accreditation) which recognized 36 specialized or programmatic accrediting bodies that accredit approximately 3,600 programs in 48 disciplines or areas of postsecondary education.

In addition, COPA included the American Association of Bible Colleges and three institutional accrediting bodies which mainly accredit proprietary or for-profit schools: Association of Independent Colleges and Schools, National Association of Trade and Technical Schools and the National Home Study Council. These four bodies accredit approximately 1,000 institutions.

The formation of COPA brings together, for the first time, various elements involved in the accreditation of postsecondary institutions. COPA "recognizes, coordinates and periodically reviews the work of its member accrediting agencies, determines the appropriateness of existing or proposed accrediting activities, and performs other related functions."[12]

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[10] U. S. Bureau of Consumer Protection, op. cit., p. 14.

[11] The Council on Postsecondary Accreditation, The Balance Wheel for Accreditation (Washington, D. C.: the Council, [1975]), p. 1.

[12] Ibid., p. 3.

C. State Licensing

The "executive summary" of a very extensive study of "state oversight in postsecondary education" was released by the American Institutes for Research in December 1977. It is estimated that the study was able to obtain 95 percent of all state education laws and regulations dealing with school authorizing and oversight. Important findings, as of January 1, 1977, include the following:

1. ". . . 48 states (including the District of Columbia) exercised some sort of licensing authority over private nondegree-granting institutions (only Missouri, Utah, and Vermont did not). Thirty-eight states exercised specific licensing authority over traditional private degree-granting institutions, and five others had licensing laws for private nondegree-granting institutions that may cover degree-granting institutions under certain circumstances (only Alabama, Arizona, Iowa, Missouri, New Mexico, North Dakota, Utah, and Washington had no licensing laws for traditional private degree-granting institutions. . .)"[13]

2. "state authorizing/oversight requirements are much more extensive for private nondegree-granting institutions, less extensive for private degree-granting institutions, and almost nonexistent for public institutions." (p. 4)

3. "Since 1975, 73% of the states have modified their private nondegree-granting laws/regulations and 68% have made modifications in the private degree-granting sector. Of most concern recently in the latter sector has been the problem of licensing degree-granting programs of institutions that are based outside the subject state, especially those of a 'nontraditional' nature that offer academic credits for 'life experience'. . . ." (p. 4)

4. "agencies exercising oversight responsibility for private nondegree-granting (NDG) institutions license about three times as many institutions, on the average, as agencies in the private degree-granting (DG) sector, but receive fewer revenues and have fewer full-time equivalent staff; although they have fewer staff on the average, NDG agencies make school inspection visits more frequently (annually, on the

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[13]Steven M. Jung, et al, "Executive Summary of Final Technical Report; A Study of State Oversight in Postsecondary Education" (Palo Alto, California: The American Institutes for Research, December 30, 1977), p. 3.

average) than DG agencies (about every three and one-half years)." (pp. 4, 6)

5. "Almost all officials of private NDG agencies reported they had received student complaints (an average of 46) during 1976, while slightly more than half of the private DG agencies had received complaints (an average of 21), and few public agencies had received any complaints." (p. 6)

The AIR report also included a most helpful comparison of state licensing laws and the ECS Model Legislation. (See Table 1.)

Another recent study on state oversight was released by the California Postsecondary Education Commission. The laws of 16 states were studied in three areas: consumer protection, administrative structure, and strengths and weaknesses. Some of the findings are summarized below:

1. Consumer Protection:

12 states have established procedures for handling consumer complaints.
8 states require permanent maintenance of school records by a state agency in event of school closure.
15 states have tuition refund policies more favorable to the student than does California.
No state has a statewide plan for tuition refund indemnity. 15 states require institutional bonding, from $2,500 to $25,000.
7 states require institutions to provide students with a catalogue or related material; 5 states require a student's full financial obligation to be included in any contract; 10 states have a contractual "cooling-off" period.

2. Administrative Structure:

9 states have the same agency responsible for licensing private postsecondary institutions and for certifying institutional eligibility for the Veterans Administration. 6 states assign these two functions to separate agencies; New Mexico, to the 1202 Planning Commission.

TABLE 1

SUMMARY OF COVERAGE RATINGS OF STATE LICENSING LAWS AND REGULATIONS IN COMPARISON WITH ECS MODEL STATE LEGISLATION[1]

	Private Nondegree Granting					Private Degree-Granting				
	++	+	=	-	0	++	+	=	-	0
A. Institutional purpose, governance, and operation	1	22	2	0	26	7	13	1	0	30
B. Course length, content, goals or objectives	4	23	11	2	11	3	12	10	1	25
C. Degree, diploma, credential, or graduation requirements	1	6	24	1	19	3	13	6	1	28
D. Qualifications of instructional or administrative staff (including maximum teaching loads and teacher-pupil ratios)	9	23	6	5	8	5	15	5	2	24
E. Facilities (including instructional and administrative facilities and equipment, housing or room/board facilities, health and safety requirements)	1	11	18	13	8	1	16	7	3	24
F. Financial stability (including institutional performance bonds and financial record maintenance)	5	19	16	6	5	2	7	7	13	22
G. Minimum qualifications of potential students and orientation of entering students	2	24	4	0	21	0	18	2	0	31
H. Public disclosure of material facts (including fees and content of enrollment agreement or contracts)	13	12	8	14	4	2	7	3	8	31
I. Advertising or sales/recruiting practices (including minimum qualifications for licensing of sales representatives, and limitations on use of terminology such as "university," "approval," "admissions counselor," etc.)	20	13	9	7	2	2	1	4	17	27
J1. Student and personnel recordkeeping practices (including minimum requirements for content of students' records)	3	20	9	5	14	0	7	6	6	32
J2. Student and personnel recordkeeping practices (including minimum requirements for maintenance of students' records)	0	0	12	25	14	0	1	6	12	32
K. Financial practices (including procedures for making loan awards, requirements for fees, and scholarships or aid requirements)	2	15	17	3	14	0	2	9	1	39
L. Minimum refund policies and practices	11	22	8	7	3	0	3	4	2	42
M. Placement (including follow-up data collection from former students, graduates, employers regarding posteducation outcomes)	3	12	15	0	21	0	7	0	0	44
N. Other topics of possible importance for student consumer protection	3	13	16	3	16	1	17	6	0	27
TOTALS	78	235	175	91	186	26	139	76	66	458

++State has much more extensive coverage then ECS
+ State has more extensive coverage than ECS
= State has equally extensive coverage as ECS
- State has less extensive coverage than ECS
0 State has no coverage or no law

[1]State laws and regulations in effect as of 1 January 1977.

Source: Steven M. Jung, et al., "Executive Summary of Final Technical Report; A Study of State Oversight in Postsecondary Education" (Palo Alto, California: The American Institutes for Research, December 30, 1977), p. 5.

14 states use licensure and permit fees and general fund appropriations to support these regulatory agencies. Oregon and California rely solely on licensure revenues.

All states use licensure applications and school visitations as their primary sources of information. Some states gather minimal information for preparation of an annual directory. Ohio has an annual survey of all schools and they are required to respond by law.

"With the exception of Texas and California, the state regulatory agencies are authorized to investigate consumer complaints or institutional abuses and to obtain the necessary court orders for enjoining institutions from future illegal activity or abuses. Texas and California restrict such authority to the State Attorney General." (p. 15)

3. Strengths and Weaknesses: "Except for inadequate funding which was cited by agencies in twelve states, only 'insufficient control over the quality of education programs offered' was identified by more than one state as a matter of concern." (p. 15)

The California report also indicates that most of the states surveyed had only recently adopted new or revised legislation. Furthermore, many of the states had used the Model Legislation developed by the Education Commission of the States as the basis for their statutes.

1. The ECS Model Legislation

In June 1973, the Education Commission of the States released a report on model state legislation for approval of postsecondary educational institutions and authorization to grant degrees developed by a task force that included representatives from the accreditation community. The model legislation is lengthy and comprehensive. Among the provisions are the following:

a. The purpose is to protect citizens, students and institutions against questionable, unethical and fraudulent practices.

b. While postsecondary education is broadly defined, the legislation suggests alternatives for exempting public postsecondary educational institutions with or without conditions.

c. Several alternatives are set forth in identifying the agency responsible for this regulatory function. Powers and duties of the agency are specified.

d. There are minimum standards that must be included in the criteria for granting approval to an institution to operate. "Essentially, these criteria include consideration of the institution's ability to enable students to reach its educational objectives and assurance that it has the means of doing so. They also encompass adequate, fair, and accurate information for prospective students in regard to the objectives, costs, and conditions involved. The Act requires not only truth in advertising, but also disclosure of relevant information." (pp. 10-11)

e. Although the state agency may use accreditation status as an indication of compliance with minimum standards, accreditation should not be substituted for independent review and action by the state.

f. Details are provided on the procedures and conditions for obtaining or renewing (1) an institution's authorization to operate and (2) an agent's permit.

g. People who believe they have been victimized by postsecondary education institutions or agents may file a complaint. Procedures for handling such complaints are described as are possible courses of action.

h. Judicial review of agency action is provided.

i. Preservation of student records is required, including those in institutions that cease to operate.

j. There are provisions to prevent (1) the practice of out-of-state institutions to obtain judgments for tuition and other charges in their own state against students from other states and (2) the use of the "holder in due course" doctrine "under which an institution might otherwise use a third party to collect payments from a student for services not yet provided and which may never be provided." (p. 34)

k. Civil penalties for violations of the Act may be imposed by the state agency or by a court; criminal penalties, only by a court.

l. Postsecondary education institutions, wherever located, would be subject to the provisions of this Act if they provide education to the residents of an enacting state.

2. Degree-Granting Institutions

In July 1975, the first national conference of state officials responsible for licensing private degree-granting institutions was scheduled. Among the findings in the report of this group (Arlie Conference) are the following:[14]

a. Although 34 states said they had an agency responsible for licensing private degree-granting institutions, "only 25 states can claim functioning licensing operations. Of these, 18 reported statutes which exempted all regionally accredited schools from review." (p. 2) Other exemptions were also specified.

b. "The licensing function was the part-time responsibility of a single person." (p. 2) Assistance from the attorney general was usually slow in coming. Most offices were so understaffed that research was impossible.

c. "The single-campus tradition is rapidly giving way to an interstate market place in which institutions of all persuasions are setting up extensions and external-degree programs far from home. Regrettably, licensing laws are only beginning to catch up with this trend. . . . the laws . . . may even exempt out-of-state operations from review. . . Consider the unhappy position of a State which imposes need-for-services tests upon its own institutions but is powerless to apply similar standards to those coming from outside. Interstate commerce laws are an additional constraint." (p. 3)

d. A number of states license institutional agents.

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[14]George Washington University, op. cit.

3. Nondegree-Granting Institutions

The Carnegie Commission briefly discussed the problem of regulating and supervising private specialty (proprietary or private trade and technical) schools:[15]

> In many states, they are viewed as business operations and do not come under the jurisdiction of state education authorities, but, instead, under the business codes. As a result, their educational activities are subject to general governmental scrutiny only to the extent that a business licensing board has been established to control minimum licensing entries into the field. These minimum standards indirectly affect at least the minimum content and time distribution of subjects studied but may not relate directly to the quality of practices of the educational institution involved. . . .

In recent years, however, states have become more active in the area of licensing private nondegree-granting institutions. For example, Montana's Commission on Postsecondary Education recommended in 1974 that "The Legislature provide adequate funding to assure that the Department of Business Regulation can fulfill its responsibilities with respect to regulation of proprietary schools."[16] Maryland's State Board for Higher Education recommended three amendments to its statutes so as to assure the citizenry that all private and proprietary postsecondary programs met minimum standards.[17] As indicated earlier, 48 states (including the District of Columbia) now have some licensing authority over private nondegree-granting institutions.

A helpful analysis of the regulation of proprietary vocational schools was undertaken by the U.S. Bureau of Consumer Protection. The Bureau indicated that regulation takes several forms: licensing of schools, licensing of sales people and prosecutions under consumer protection or other statutes by the attorneys general or other agencies. While the effectiveness and form of regulation vary among the states, the Bureau concluded that:[18]

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[15]The Carnegie Commission on Higher Education, Toward a Learning Society: Alternative Channels to Life, Work, and Service (New York: McGraw Hill, October 1973), p. 87.

[16]Montana Commission on Postsecondary Education, Final Report (1974), p. 60.

[17]Maryland, State Board for Higher Education, First Annual Report and Recommendations of the State Board for Higher Education (Annapolis, Maryland: 1977), p. 11.

[18]U.S. Bureau of Consumer Protection, op. cit., pp. 258a-259.

1) state laws and regulations are often inadequate to deal with unfair and deceptive practices. . .

2) the laws that are on the books are not effectively enforced, both because of insufficient resources committed to enforcing existing statutes and, at times, because regulatory officials seem more concerned with protecting the schools than their students; and

3) individual state regulation--no matter how adequate--has difficulty dealing with out-of-state schools that enroll in-state students.

D. Issues

In recent years, there has been increasing awareness of the important roles played by the federal government, the states and private accrediting agencies in postsecondary education. Issues have been more sharply defined, and a few of the major ones are discussed below:

1. Meaning of Accreditation

Many institutions seek accreditation because of its advantages and oftentimes because it is necessary to do so. Recent reports on accreditation and the agencies themselves, while cognizant of the values of accreditation, point to its limitations as well:

Orlans Report

> Accreditation provides a discreet form of publicity which makes accredited institutions and programs better known than unaccredited ones.
>
> The common belief that regional accreditation is an assurance of institutional quality or even excellence cannot be sustained. . . .[19] Regional accreditation does, however, attest that an institution is not a degree mill. (p. 253)

U. S. Bureau of Consumer Protection

> It would seem therefore, that accreditation is not intended to perform regulatory or protective functions as is well recognized by the accrediting agencies themselves. Its objectives are to encourage and cultivate

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[19]The secretaries of the regional accrediting commissions disagree with this observation. (WASC, executive director, Senior Commission)

> voluntary commitments to educational standards by a process of evaluation that occurs over time. Accreditation does not indicate that at any given time a particular school conforms to these standards; it only indicates that the school is striving to meet the standards. . . . (pp. 320-21)

A recent study of what should be the functions of accreditation cited two as primary:[20]

> To identify for public purposes educational institutions and programs of study which meet established standards of educational quality.
>
> To stimulate improvement in educational standards and in educational institutions and programs of study by involving faculty and staff in required self-evaluation, research, and planning.

2. Accreditation and Public Eligibility

"There [illegible] past couple of years over the increasing reliance by the federal government on private accrediting bodies in the government's determination of those educational institutions and programs eligible to participate in numerous federal funding programs."[21] A few points of view are presented below:

Council on Postsecondary Accreditation

> . . . Accreditation cannot, by itself, serve as the basis for determining eligibility for federal funds; neither can it function as an arm of the government in policing compliance with various federal and/or state laws and program requirements. . . . (p. 5)

National Association of State Administrators and Supervisors of Private Schools[22]

> If state agency authorization /for determining eligibility for all federal student assistance programs/ is a justifiable alternative to regional or

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[20]Jerry W. Miller, Organizational Structure of Nongovernmental Postsecondary Accreditation: Relationship to Uses of Accreditation (National Commission on Accrediting, 1973) as cited in: Kaplin, op. cit., p. 6.

[21]Kaplin, op. cit., p. v.

[22]The Association, "The Role of the State Agency in Determining Private Institutional Eligibility for Participation in Student Aid Programs," adopted May 1975.

> voluntary commitments to educational standards by a process of evaluation that occurs over time. Accreditation does not indicate that at any given time a particular school conforms to these standards; it only indicates that the school is striving to meet the standards. . . . (pp. 320-21)

A recent study of what should be the functions of accreditation cited two as primary:[20]

> To identify for public purposes educational institutions and programs of study which meet established standards of educational quality.
>
> To stimulate improvement in educational standards and in educational institutions and programs of study by involving faculty and staff in required self-evaluation, research, and planning.

2. Accreditation and Public Eligibility

"There has been strenuous debate the past couple of years over the increasing reliance by the federal government on private accrediting bodies in the government's determination of those educational institutions and programs eligible to participate in numerous federal funding programs."[21] A few points of view are presented below:

Council on Postsecondary Accreditation

> . . . Accreditation cannot, by itself, serve as the basis for determining eligibility for federal funds; neither can it function as an arm of the government in policing compliance with various federal and/or state laws and program requirements. . . . (p. 5)

National Association of State Administrators and Supervisors of Private Schools[22]

> If state agency authorization /for determining eligibility for all federal student assistance programs/ is a justifiable alternative to regional or

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[20]Jerry W. Miller, Organizational Structure of Nongovernmental Postsecondary Accreditation: Relationship to Uses of Accreditation (National Commission on Accrediting, 1973) as cited in: Kaplin, op. cit., p. 6.

[21]Kaplin, op. cit., p. v.

[22]The Association, "The Role of the State Agency in Determining Private Institutional Eligibility for Participation in Student Aid Programs," adopted May 1975.

> national accreditation or public post-secondary vocational education, a similar alternative should be available to private post-secondary vocational institutions.

Although the limitations of accreditation were recognized by the California Postsecondary Education Commission, it reached the following conclusion:

> In terms of determining educational program quality, accrediting agencies are presently constituted to do a better job than could any existing State agency. . . . While accrediting agencies may be far from perfect in terms of assuring the quality of an institution's educational program, there are really no viable alternatives at the present time. (p. 109)

3. Approaches to State Licensing

The Arlie Conference Report discussed three approaches to state licensing:

> First, a State can license on the basis of minimum standards. The State may choose to specify, for example, that all degree-granting institutions have a board, administration, and faculty of certain characteristics, an organized curriculum with stipulated features, a library of given size and facilities defined as adequate to the instruction offered. . . .
>
> A second approach follows models developed in contemporary regional accreditation and stresses realization of objectives. Here the focus is less on a set of standards applicable to all than on encouragement for institutions to set their own goals and realize them as fully as possible. . . .
>
> A third model would take an honest practice approach. The essence of it is that one inspects to verify that an institution is run with integrity and fulfills basic claims made to the public. The honesty and probity of institutional officers, integrity of the faculty, solvency of the balance sheet, accuracy of the catalog, adequacy of student records, equity of refund policies . . . would be the subject of investigation. If an institution had an occupation-related program, employment records of graduates would be examined. . . . (pp. 17-18)

Each approach has its advantages and limitations. "There is no single, well developed, widely shared theory of State licensure operative today. In practice, the approach of many States mixes aspects of the first two models and is beginning to be influenced by the third." (p. 20)

4. Consumer Protection

A concise statement of several areas in which consumer regulations need strengthening was found in the report of the California Postsecondary Education Commission, taken from T. H. Bell's statement:

a. misleading and inaccurate advertising;

b. indiscriminate and overly aggressive recruiting;

c. lack of full disclosure of salient institutional characteristics and information needed by the student consumer;

d. inferior facilities, course offerings, and staff;

e. false promises of job placement and earning opportunities; and

f. inadequate refund policies (or failure to abide by stated policies). (p. 85)

To strengthen regulations, the California Commission advanced several recommendations:

> . . . (a) the development of a statewide student tuition indemnification plan; (b) a tuition refund schedule directly proportionate to the amount of the course completed, until the student has completed 50 percent of the course; (c) a six-day cooling-off period following the initial visit to a campus by a student who has signed a contract and begun tuition payments prior to visiting the campus; (d) a central agency for handling student complaint; (e) permanent maintenance of student records; and (f) complete disclosure of information to students by all private postsecondary institutions. (pp. 119-120)

Several studies point to the need for action on the part of both state and federal governments:

Orlans Report

> . . . It would be useful to establish a unit in a special Consumer Protection Agency /of the federal government/ to serve student interests and coordinate the related efforts of other agencies. (p. 450)

U.S. Bureau of Consumer Protection

> . . . we are recommending a trade regulation rule that is aimed at defining those acts and practices which are unfair and deceptive as well as preventing the most troublesome aspects of proprietary schools' enrollment, solicitation, and advertising techniques. In brief the Rule we are recommending provides:
>
> a. a requirement that printed or broadcasted job and earnings claims be accompanied by certain qualifying disclosures;
>
> b. mandatory disclosure of drop-out rates for all schools, and disclosure of placement and salary statistics for schools that engage in job and earnings advertising;
>
> c. an affirmation period during which the student receives the disclosures required by the Rule and makes a decision on whether to enter the course; and
>
> d. a pro rata refund policy calculated on a class-by-class basis for residence schools and a lesson-by-lesson basis for home study schools. (p. 335)

American Institutes for Research[23]

> With regard to changes and resources needed by state agencies to improve the consumer protection function, there was general agreement that:

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[23]The American Institutes for Research prepared a paper on "System for Collecting, Analyzing, and Sharing Information on Institutional Consumer Protection Practices: Regulatory User Guide" (September 20, 1976).

1. more staff members are needed, especially legal staff, to facilitate enforcement actions, and clerical staff, to free professional staff for more effective school monitoring;

2. stronger laws and regulations are needed, especially to (a) eliminate provisions that now exclude accredited institutions from state agency oversight, (b) provide stronger bonding or tuition indemnification requirements, (c) provide and publicize statewide complaint handling systems, and (d) improve the coordination and communications among the agencies that have various oversight responsibilities within states; and

3. better communication and coordination are needed among licensing agencies in all states, especially in the degree-granting sector to deal with problems created by institutions that operate across state lines.

Almost without exception, state officials felt that the powers of the states should be pre-eminent in the area of student consumer protection.

E. Concluding Comment

It is obvious that both the states and federal government have become increasingly aware of the need for more effective licensing and approving policies and procedures. Some states have already moved to strengthen their regulatory functions. Regional accrediting associations are developing policies in regard to the interstate operations of some of their colleges and universities.

The conditions in the 70's that prompted improvements in accreditation and licensure will doubtless continue, if not become intensified, in the 80's. The interest of the consumer in non-traditional education and in life-long learning will probably broaden further the base of "postsecondary education." All elements in the triad (federal government, state governments and private accrediting agencies) will be challenged to develop even more effective ways of assuring educational quality and financial equity to student consumers and the public.

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